

Corporate Social Responsibility in Higher Education
A study of the Institutionalisation of CSR in Malaysian Public Universities

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Abstract

Internationally, the tertiary education sector has faced strong institutional pressures to embrace Corporate Social Responsibility (CSR). In Malaysia, the government mandated CSR in 2009 and universities had to comply with the directive to adopt CSR. Even though many universities had been involved in various forms of CSR before the directive, the coercive pressure from government accelerated the speed of adoption and led to the institutionalisation of CSR in the sector. Taking an organisation-centric perspective, this study aims to empirically describe the institutionalisation by investigating internal university contexts, university approaches to institutionalisation (determined by degree of pace and degree of stability), the role of initial drivers for CSR, and university' research performance on CSR outcomes (conceptualised as benefits from CSR and quality of the CSR reporting). The study is based on in-depth case studies in 6 universities. It uses 2011-2015 data from two external sources: data on university research performance and university CSR reports. Using qualitative and configurational analyses, a set of propositions about CSR institutionalisation is formulated. The findings suggest that high levels of research performance lead to lower levels of benefits from CSR and quality of reporting; the higher degree of stability of CSR in organisations leads to higher benefits from CSR; the leading (following) nature of the initial driver to CSR leads to the higher (lower) quality of CSR reporting; the higher degree of maturity of CSR leads to higher quality of CSR reporting; the fast (slow) degree of pace leads to higher (lower) quality of CSR reporting. The study contributes to the literature and practice in several ways. The study provides an understanding of the institutionalisation of CSR in public universities in Malaysia and more specifically examines the institutionalisation at the organisational level. Therefore, it contributes to the literature by scrutinizing the "what" and "how" of the institutionalisation process in Malaysian universities.

The findings of the study will be useful for further processes related to CSR adoption and institutionalisation of the higher education sector and individual universities – perhaps also

including the public sector in general. The study further benefits university management, the Ministry of Higher Education and other practitioners. In addition, the results of the study add an insightful knowledge to the literature on interventions and improvements in higher education institutions in Malaysia.

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Abbreviations

CSP	Corporate Social Performance
CSR	Corporate Social Responsibility
CU	Comprehensive University
CE	Community Engagement
DVC	Deputy Vice Chancellor
fsCQA	Qualitative Comparative Analysis Using Fuzzy Sets
FU	Focused University
GLCs	Government-linked Companies
IIM	Institute of Integrity Malaysia
ICRM	Institute of Corporate Social Responsibility Malaysia
KPI	Key Performance Indicator
KTP	Knowledge Transfer Programme
MyRA	Malaysian Research Assessment System
NBOS	National Blue Ocean Strategy
NGO	Non-governmental organisation
NIP	National Integrity Plan
PLCs	Public Listed Companies
PWTC	Putra World Trade Centre
QCA	Qualitative Comparative Analysis
R&D	Research and Development
RU	Research University
T&L	Teaching and Learning
SR	Social Responsibility
UCTC	University Community Transformation Centre
WBCCD	World Business Council for Sustainable Development

Chapter One

Introduction

1.1 Introduction

The principles of Corporate Social Responsibility (CSR) are not new to the tertiary education sector, and universities have long worked for the benefit of society by educating new generations and engaging in community services (Dima, Vasilache, Ghinea & Agostos (2013). According to Plantan (2002), “universities can provide the platform for community services as universities build bridges internationally, serve as national gateways for the sharing and dissemination of knowledge, and influence society through the ideas and values shaped by the humanities and liberal arts” (p.65). In line with this viewpoint, universities have more areas to cover rather than concentrating purely on teaching and research. Universities also have a larger mission in human and social development (Parsons, 2014). That is, universities should be socially responsible to the local society by strengthening relationships between universities and the communities within which they operate (Alshuwaikhat & Abubakar, 2008; Haden, Oyler & Humphreys, 2009; Hoffman & Woody, 2008). However, our understanding of CSR in the tertiary education sector is limited. It is generally accepted that more research is needed to understand CSR in the global context, at the tertiary education sector and in particular, in developing countries (Gomez, 2014; Mehta, 2011; Nejati, Shafaei, Salamzadeh & Daraei, 2011; Parsons, 2014).

1.2 Significance of the Study

The concept of Corporate Social Responsibility (CSR) has been studied for several decades and it has become an important approach for organisations (Mustafa, Othman & Perumal, 2012). Researchers have defined CSR as a concept that “requires the firms to commit to balancing and improving environmental and social impacts without damaging economic performance” (Nejati, Shafaei, Salamzadeh & Daraei, 2011, p.441). This is supported by other researchers who have concluded that CSR reflects an organisation’s concerns regarding social and environmental issues (Ahmad, 2012; Gholipour, Nayeri & Mehdi, 2011; Heslin & Ochoa, 2008) and that, organisations should include CSR in their business strategies and operations (Vasileschu, Barna, Epure & Baicu, 2010). CSR is also an evolving concept that has changed over time due to changes in stakeholders’ expectations of firms (Carroll, 1999; Wood, 1991).

A substantial development in research on CSR can be traced back to the 1980s (Guthrie & Parker, 1989; Wartick & Cochran, 1985) and since then, there is an ongoing debate on issues of CSR in the literature (Gonzalez-Rodriguez, Fernandez, Pawlak & Simonetti, 2012). Still, the majority of studies on CSR tend to focus on the private sector and there are relatively fewer studies that explore CSR in the public sector, especially in the context of tertiary education (Ezekiel, Ruth & Emmanuel, 2013; Lahaye, Cristache, Dal Fior, Capatina & Maloteau, 2012; Nejati, et al., 2011). This trend is also present in Malaysia as numerous studies have discussed CSR in the private sector in Malaysia (Ghazali, 2007; Ismail, Alias & Rasdi, 2015; Lu & Castka, 2009; Ramasamy & Yeung, 2008; Rosnan & Aziz, 2012), but only a few studies investigated CSR in the public sector, and more specifically, at tertiary education sector (Ahmad, 2012; Othman & Othman, 2014).

Othman and Othman (2014) highlighted that current literature does not sufficiently cover the importance of CSR in universities.

In recent years, there has been a growing interest in examining the institutionalisation of CSR in developing countries (Finch, 2005; Lee & Carroll, 2011; Mogeles & Troop, 2010). Additionally, a number of studies have examined CSR in both developed (Carroll, 1999; Porter & Kramer, 2006; Visser, 2008) and developing countries (Ahmad, 2012; Chapple & Moon, 2005; Zulkifli & Amran, 2006). However, most of these prior studies focused on developed countries (Carroll, 1999; Hackston & Milne, 1996; Ramasamy & Ting, 2004), especially European countries and the United States (Birch & Moon, 2004). This is supported by Gugler (2009, p.4), who observes that “... CSR engagement in developing countries in general is lax.”

CSR studies in developing countries are important as such countries represent the most rapidly growing economies in the world and therefore, the most profitable markets for business and business opportunities (International Monetary Fund, 2006). In addition, CSR and challenges in developing countries are considerably different from those in developed countries (Amran, Zain, Sulaiman, Sarker & Ooi, 2013) due to the cultural, economic, and political concerns. For these reasons, it is important to gain a better understanding of CSR in developing countries such as Malaysia (Ghazali, 2007) and this study seeks to offer such insights.

CSR has received a considerable research attention from academics and practitioners in various disciplines throughout the past decades. This significant growth has introduced a large variety of theoretical perspectives, new interpretations, ideas and arguments on CSR (Carroll, 1979;

Dahlsrud, 2008; Garriga & Mele, 2004; Matten & Moon, 2008) and contributed to fruitful debate and literature on CSR to date (Garriga & Mele, 2004). However, although CSR has grown significantly, there is no collective agreement on the theory of CSR (Amaeshi & Adli (2007; Taneja et al., 2011). Several studies have attempted to classify various theoretical perspectives (Carroll, 1994; Garriga & Mele, 2004; Okoye, 1994). Arguably the greatest progress has been made by Garriga and Mele (2004) who grouped the various theories that have been applied to four categories. Each of the categories represents different perspectives in understanding and exploring the CSR. The categories are presented in Table 1.

Theoretical perspectives	Approach	Example approach and studies
Instrumental	Focus on the potential of organisations' benefit as a result of engaging in CSR	<ul style="list-style-type: none"> – Friedman's Shareholder Theory (Friedman, 1962) – The Strategic CSR Theory (Prahalad & Hammod, 2002) – The Resource-Based Theory (McWilliams & Siegel, 2001)
Political	Focus on power of an organisation and how this power is used. Emphasis on the political relationships between organisations and society	<ul style="list-style-type: none"> – The Corporate Constitutionalism Theory to CSR (Davis, 1960) – Corporate Citizenship Theory (Matten & Crane, 2005) – Legitimacy Theory (Castello & Lozano, 2011)
Integrative	Focus on the power of an organisations integrate social demands into their operations	<ul style="list-style-type: none"> – The Stakeholder Theory (Freeman, 1984) – The Community Obligation Theory (Selznick, 1957) – The Social Organisation Theory (Jones, 1980) – Corporate Social Performance Theory (Wood, 1991)
Ethical	Focus on how the relationship between business and society is integrated with ethical issues	<ul style="list-style-type: none"> – Normative Theory (Smith, 2003) – Utilitarians Theory (Frederikson, 2010) – Libertarianism Theory (Frederikson, 2010)

Table 1: Categories of Theoretical Perspectives

Source: Adapted from Garriga & Mele, 2004; McIlvenna, 2014; Wang & Juslin, 2012.

The study takes an instrumental theory focuses on how the organisations use CSR as a strategic tool to help to achieve economic and other benefits (Campbell, 2007; Carroll & Shabana, 2010; Garriga & Mele, 2004). Significant empirical studies have been conducted in investigating “why”, “when” and “how” organisations gain benefit from CSR and engagement e.g. “doing well by doing good” (e.g. Abdullah & Aziz, 2013; Belal & Owen, 2007; Lee, 2008; McWilliams & Siegal, 2000; Orlitzky et al., 2003; Porter & Kramer, 2006; Preuss, 2012; Smith, 2007; Turban & Greening, 1996). Driven by the Instrumental approach, most of the studies investigated the relationship between the CSR and the financial performance (Campbell, 2007; Lee, 2007; Taneja et al., 2011). In addition, it has been reported that CSR can improve other business performance, such as increase employee motivation and job satisfaction (Lantos, 2001), reduce employees’ turnover (Galbreath, 2010) as well as build loyalty among the consumers (Aguilera, et al., 2007).

In higher education institutions, a significant number of studies (Kantanen, 2004; Kotecha, 2010; Parsons, 2014; Tauginiene & Zviniene, 2013; Watson, 2003) suggest that CSR should become one of the core functions of universities. Universities are playing an important role in the social development and economic growth and therefore, universities must operate for the benefit of the society. CSR is often considered as a strategic tool to improve universities positive reputation and strong competitive advantage (Ahmad, 2012; Dahan & Senol, 2012; Ezekiel, 2013; Othman & Othman, 2014). Therefore, CSR has benefits not only to the communities but also the universities (Mehta, 2011). This is consistent with the instrumental theory in Garriga and Mele’s theoretical approach. The instrumental perspective is a central to this study where benefits of CSR to universities are examined to understand the institutionalisation of CSR.

However, this study is also influenced by other theoretical. The political theoretical perspective affirmed that organisations should behave based on their power and influence and therefore, should play more than their economic role in society (Jamali, 2008; Wartick & Cochran, 1985; Visser et al., 2007). Instead of playing an economic role in organisations, Mintzberg, Simon and Basu (2002) added that organisations “also social institutions that must justify their existence by their overall contribution to society” (p.62). One of the popular theories in this space is a Legitimacy Theory. According to the Legitimacy Theory, organisations that meet the societal expectations gain legitimacy and “license to operate” (Carroll & Shabana, 2010). Hence, this perspective tends to focus on the obligation of organisations to engage with CSR as a consequence of their position and power. In the context of tertiary education sector, universities are expected to behave in a manner that meets social expectations and demand towards communities and stakeholders (Nejati et al., 2011). Indeed, the engagement of CSR is important to universities to increase their legitimacy hence, universities’ success and survival (Othman & Othman, 2014).

The integrative theoretical focuses on how organisations incorporate social demands and needs into their daily operations (Garriga & Mele, 2004). Hence, it focuses on how organisations can engage CSR that beneficial to both society and organisations. The Stakeholder Theory (Freeman, 1984) falls under this perspective, and it suggests that organisations’ responsibilities are based on the demands from the stakeholders as they have a potential to influence an organisation outcome and success (Donaldson & Preston, 1995; Freeman, 1984; Jamali, 2008). Within this approach, key decision maker need to identify and understand the demands of primary and

secondary stakeholders and therefore, the Stakeholder Theory has been applied widely in CSR literature. According to Schwartz and Carroll (2008), the CSR origins from the Stakeholder Theory. Stakeholder Theory also integrates corporate strategy (Burke & Longsdon, 1996). At the tertiary education sector, Ezekiel et al., (2013) in their study suggests that universities should involve stakeholders in their CSR implementation in order to have stakeholder attention and understanding of CSR.

The ethical theoretical perspective of CSR focuses on the ethical issues between the organisations and society (Garriga & Mele, 2004). This perspective suggests CSR is “right thing to do” and suggest organisations should be responsible to benefit not only shareholders but society (Carroll, 1999; Frederiksen, 2010; Garriga & Mele, 2004; Lantos, 2001). It was argued that the moral desire to be “doing the right thing” is one of the drivers for organisations to engage with CSR with “moral considerations” is cited as a driver for engaging in CSR (Aguilera et al., 2007). When applied to CSR in universities, universities are also expected to be “doing the right thing” to by being social responsible and adapting the CSR (Alzhyoud & Bani, 2015) a platform to serving their stakeholders, communities and societies (Parson, 2014).

To gain a clear understanding, Garriga and Mele (2004) recommend that theoretical perspectives should not be treated independently. The boundaries between the perspectives are unclear. For instance, the Stakeholders Theory is not only integrated with both integrative and ethical perspectives of CSR but also associated with the political perspective of CSR. The integration of these perspectives could help a better research in the area.

The discussion of the current status of CSR has three major implications for this study. First, multiple theoretical perspective exists. This study is mainly based on the instrumental approach and the institutional theory. Second, this study uses the definition of CSR by World Business Council for Sustainable Development (1999) that "Corporate social responsibility is the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large". Detailed justification for the use of this term and definition is provided in 1.3. Third, the role of CSR in tertiary education sector is under researched specifically, at tertiary education sector (Ahmad, 2012; Othman & Othman, 2014).

In mapping the terrain of CSR studies in the corporate context, the intersection of CSR and the role of the universities is mostly unexplored (Mehta, 2012) and more effort is needed to understand the CSR in universities particularly in developing countries (Gomez, 2014; Mehta, 2011; Nejati et al., 2011; Parsons, 2014). Consequently, this study is keen to examine "why" universities decide to adopt CSR and how the adoption was planned. The "why" is closely related the CSR drivers; for example, the institutional pressures are driven by coercive, mimetic and normative pressures (Di Maggio & Powell, 1983; 1991) that influence the adoption of CSR. If the universities decide to adopt the CSR, how they proceed with the adoption is considered. As suggested by literature, the adoption can be measured by examining the degree of stability and the degree of pace of CSR (Lawrence & Robinson, 2008; Lawrence, Winn & Jennings, 2001). The adoption of CSR led to the outcome of CSR that are to the universities' benefit and increase the quality of CSR reporting. This theory is believe suitable for application in this study, and the

findings will explain how the theory fits in an examining the institutionalisation of CSR in Malaysian public universities.

1.3 Justification for the Terminology and Definition

A variety of terms are used in relation to CSR throughout the literature. Terms include Corporate Citizenship (Carroll, 2008; Matten & Crane, 2005), Corporate Sustainability (Azapagic, 2003; Benn, Edwards & Williams, 2014), Corporate Social Responsiveness (Ibrahim & Angelidis, 1995; Lotila, 2010), Corporate Social Performance (Waddock, 1997; Wood, 1991), Business Ethics (Gustafson, 2013; Kimber & Lipton, 2005) and University Social Responsibility (Gomez, 2014; Saninuj, 2009). Other scholars have used the number of terms interchangeably (i.e. Godfrey, 2007) whereas some use the same terminology with different meanings (Garriga & Mele, 2004). It has been suggested that one term such as CSR can acts as an umbrella which can be incorporated with terms like corporate philanthropy (Matten & Moon, 2008; Shum & Yam, 2011). Therefore, it can be difficult to determine which term is appropriate as many confusing terms have been introduced.

The term CSR is used throughout the study and the term refers to universities as an organisation “doing good” beyond making a profit” (Kotler & Lee, 2005). Indeed, universities are not only social institutions that providing an education services but are also expected to serve the society by being socially responsible and help the society to strive for development and engagement. The literature reveal that CSR is more established term in academia and practice in comparison with other terms like corporate sustainability and corporate citizenship (Carroll, 1999; de Bakker

et al., 2005; Lockett et al., 2008). Moreover, it has been suggested that the term CSR is widely used and recognised in both academia and practice (Carroll, 2009; Dahlsrud, 2008; de Bakker et al., 2005; Matten & Moon, 2008; Schwartz and Carroll, 2008). The term is considered to “stand out” from others as CSR has been recognised as a responsibility of organisations to benefit the society and environment (Schwartz & Carroll, 2008). Thus, this study is focussed on examining the institutionalisation of CSR and to gain a depth understanding on this focus, this study uses terms that are relevant to both academics and practitioners.

“Defining CSR is not easy” (Matten & Moon, 2008, p.404). The numerous definitions have been developed to interpret the CSR but there is no agreement among scholars on one standard definition of what constitutes CSR. As a result, CSR can mean almost everything to anyone (Garriga & Mele, 2004). This study defines CSR using the definition proposed by World Business Council for Sustainable Development (1999) whereby CSR is defined as “Corporate social responsibility is the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large.” This definition encompasses three out of five dimension of CSR definition as suggested by Dahlsrud (2008) namely the social dimension, the economic dimension and the stakeholder relations. The social dimension refers to “improving the quality of life”, the economic dimension refers to “contributions to economic development” and the stakeholder relations refers to “continuing commitment by business to wider stakeholder base”. This definition is also consistent with the pyramid in Carroll’s model (1991) that focus on economic, voluntary corporate actions to the society and as a result, improvements in the quality

of life. The decision to use this definition was further emphasised by the fact that it has been used by other scholars such as Moir (2001) and Alzyoud (2015).

1.4 Research Aim

This study aims to empirically examine the institutionalisation of CSR in Malaysian universities. This study takes an organisation-centric perspective of institutionalisation and employs an instrumental approach and institutional theory to investigate:

- a. the role of internal university context in the institutionalisation of CSR,
- b. the approach to institutionalisation determined by degree of pace and degree of stability,
- c. the role of initial drivers for CSR, and
- d. CSR outcomes conceptualised as benefits from CSR and quality of the CSR reporting.

1.5 Overview of Methodology

The methodology is detailed in Chapter 3. By way of a short summary at this point, this thesis adopts ideas from the interpretivist paradigm underpinned by ontological assumptions that reality is largely socially constructed. The study is qualitative in nature and uses multiple-case studies to examine the institutionalisation of CSR processes. Six case studies based on three categories of public universities are scrutinized. Data for this study is gathered from several sources. Semi-structured interviews face-to-face in universities in Malaysia were conducted in six case-study organisations and a total of 28 respondents were interviewed. CSR reports were obtained from each university, covering a period of 5 years from 2011 to 2015. A total of 27

reports were analysed. Data on research performance was obtained from MyRA (Malaysian Research Assessment System) – a total of 12 assessments were included in the study.

The data analysis process follows the suggestions from Miles, Huberman and Saldana (2014) and employed analysis at two different levels: (1) a within-case analysis, and (2) a cross-case analysis. Firstly, the within-case analysis involved the coding of variables and is presented in section 4.2. Secondly, a cross-case analysis was performed and is presented in section 4.3. Both appear in the results chapter: Chapter 4. The analysis started with meta-matrices and this was followed by a configurational approach. The software, fsQCA was utilized for this analysis (Ragin, 2008; 2009).

1.6 Contribution of the Study

The study fills important gaps in existing literature. Firstly, there is lack of studies that focus on the institutionalisation process. More frequently, the studies focus on the drivers for adoption of certain CSR practices (Angus-Leppan, 2010) or provide conceptual suggestions as to how institutionalisation “might” or “could” be achieved with little empirical examination (Castka, Balzarova, Bamber & Sharp, 2004a; Castka, Bamber, Bamber, & Sharp, 2004b); secondly, few studies focus on CSR institutionalisation in developing countries (Lee & Carroll, 2011); and thirdly, only few studies investigate CSR issues in the public sector and existing CSR studies in Malaysian universities are also limited (Ahmad, 2012; Othman & Othman, 2014).

Although a number of international studies have examined CSR in universities (e.g. Dahan & Senol, 2012; Nejati et al., 2011), there is not much research reported on CSR in developing countries in universities (Nadeem & Kakakhel, 2011). Hence, this study fills the gap by focusing

on the institutionalisation of CSR in Malaysian public universities and contributes to the literature on CSR practices in Malaysian public universities as well as more broadly on the institutionalisation in general. Finally, the study adopts a qualitative approach and also incorporates a comparative qualitative analysis using the principles on configurational approach (Fiss, 2007). No prior studies have employed the configurational approach even though such an approach seems appropriate to unravel the complexities of CSR institutionalisation.

1.7 Structure of the Thesis

The structure of this thesis follows a traditional chapter-by-chapter approach. Chapter 2 (Literature Review) presents an overview of literature that are relevant to this study. It includes the literature dedicated to CSR; how CSR is defined; CSR's historical and theoretical roots; CSR in higher education; and institutional theory as a theoretical foundation. Chapter 3 (Methodology) provides a detailed account of the methodology used in this study. The philosophical approach, which has influenced the choice of research methods in the study, is presented as well as an overview of the conceptual framework, variables and approach to data analysis. Justification of each method applied in this study is also discussed. Chapter 4 (Analysis and Results) presents the findings from the within-case study and cross-case study. Chapter 5 (Discussion) is centred on four findings from the study and details areas for future research as well as the limitations of the study. Chapter 6 (Conclusion) provides conclusive points and a wrap-up of the thesis.

Chapter Two

Corporate Social Responsibility, the Roles of Universities in Society and the Malaysian Context: A Literature Review

2.1 Introduction

The literature review is an important part of the study because it positions the thesis in established body of literature. The chapter provides an overview of how previous researchers have explored the concept of CSR in relation to its institutionalisation in Malaysian public universities. The chapter is divided into several substantive parts which relate more broadly to defining CSR; the evolution of CSR; CSR in Malaysia; the institutionalisation of CSR in the Malaysian context; and the theoretical framework.

2.2 Corporate Social Responsibility (CSR)

A variety of definitions have been developed to interpret CSR. Numerous scholars have attempted to address CSR and to provide a clear definition for the business context, for academic researchers and for other writers and practitioners. As with many constructs, there is no agreement among observers on why the concept of CSR has risen to prominence in recent history, or on the definition of or what constitutes CSR (Dahlsrud, 2008; Garigga & Mele; 2004). Carroll (1979), for example, claimed that the discussion about social responsibility is limited by the fact that this concept lacks consensus and is hard to explain. These issues will be addressed in this section.

According World Business Council for Sustainable Development (1999) defined CSRR as “the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large.” Heslin and Ochoa (2008) claim that various definitions of CSR share the common notion of maintaining business activities that exceed economic objectives to protect employees, communities, and the environment. That is, the social aims of business are a response to stakeholders’ expectations that businesses operate beyond private economic benefits (Hopkins, 2003). This is a common assessment although not all researchers express themselves in this kind of way. Literature on CSR contain various definitions that address different scopes and principles of CSR without researchers expressing an overall agreement on a single definition (McWilliams & Siegal 2001).

Jonker, Cramer and Heijden (2004) define CSR as a long-term relationship between corporations and their stakeholders. Looking at business and management using a stakeholder lens/theory, corporations are perceived as a part of a broader social system (Islam & Deign, 2008). Freeman (1984), the populariser of stakeholder theory, offers a new stakeholder approach for organisations to manage their stakeholders effectively. He states that the stakeholder is any individual or group (e.g.: customers, employees, management) that can affect or be affected by an organisation’s operation. Freeman (1984) recognised the existence of stakeholders and continues to emphasise the importance of balancing the interest of stakeholders and corporations in order to sustain success in long-term businesses.

In other words, there is a positive relationship between a stakeholder's needs and the importance of satisfying their interests to ensure business survival in the long-term. To accomplish this positive relationship, CSR can help to create a sustainable business strategy, and build trust leading to a positive environment in which organisations can grow and achieve success in business (European Commission, 2011). In a similar vein, Carroll (1999) and Donaldson and Preston (1995) suggest that stakeholder theory can deepen an understanding of CSR and is associated with the long-term sustainability of an organisation.

Dima et al., (2013) have asserted that CSR is about an organisation's implementation of policies, practices and programmes that are geared towards maximizing a positive reputation. Aguinis and Glaves (2012) argue that most of the researches looking at CSR outcomes at the organisation level have found that organisations involved with CSR seek not only to "do good" but also believe CSR is a smart thing to do (Smith, 2007). This is because CSR can improve company reputation which can later enhance the financial performance. Other studies support the findings that CSR activities are associated with a positive reputation. Specifically, that CSR enhances corporate image (Belal & Owen, 2007), increases market value (Mackey, Mackey & Barney, 2007), increases the interests of investors (Aguilera, et al., 2007), and establishes a competitive advantage (Turban & Greening, 1996). Hence, CSR is important as an approach for improving corporate profitability in a number of ways (Smith, 2003).

This has led some researchers into exploring how contributing to the welfare of society can, at the same time, generate good benefits for organisations (Porter & Kramer, 2006; Smith, 2007). CSR has increasingly become an organisation's strategy to generate tangible benefits (Porter &

Kramer 2006; Preuss, 2011; Smith, 2007) that can be achieved through the implementation of CSR policies and activities related to corporate strategies (Carroll & Shabana, 2010). The intersection between corporate strategy and social responsibility has become an important part of business life and the initiatives associated are now expected to benefit the firm. Knowledge development has progressed so far that most businesses should be able to seize and integrate the benefits of CSR initiatives. As such, strategic CSR initiatives should be both observable as a CSR activity and seek recognition from both internal and external stakeholders. Strategic CSR initiatives should also build preferable firm images by creating favourable media attention. Strategic social responsibility initiatives can also mitigate negative social standings and therefore, help in protecting firm reputation from being tarnished further or help the firm protect itself from government interference and regulations (Burke & Logsdon, 1996).

In Malaysia, corporations mainly operationalise CSR in the form of corporate philanthropy activities by primarily focusing on a particular group of stakeholders: charitable societies, charity programmes, orphanages, and the poor (Amran & Nabiha, 2009; Ismail, 2011; Prathaban & Abdul Rahim, 2005; Zulkifli & Amran, 2006). While attending to such people and organisations appears to be an act of generosity, it could be argued that “CSR is more about corporations and their business objectives than the interests of meaningful business-community relationships.” (Love, 2012, p.20). Over time, CSR has developed into one of the strategies for organisations to legitimise their roles in society (Abdullah & Aziz, 2013), but plenty of organisations consider CSR as a marketing tool to create a positive image and deliver a few other business benefits as well (Amran, Zain, Sulaiman, Sarker & Ooi, 2013).

At the other end of the spectrum, some have claimed that CSR is about how organisations manage processes involved in producing positive impacts on society (Ahmad, 2012). According to Nejati et al., (2011), CSR can be defined as the obligation of an organisation to protect both the environment and society without influencing the organisation's profit.

Various definitions of CSR have been offered by a number of international bodies. The European Commission, for example, defines CSR as "the responsibility of enterprises for their impacts on society" (European Commission, 2011, p.6). The World Business Council for Sustainable Development (WBCSD) defines CSR as "the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large" (WBCSD, 2001, p.3). These perspectives have a wide reach and rightfully so, given their mandate to address social issues on the world stage.

The notable researcher Archie Carroll (1979) once defined CSR as the responsibility of businesses to embrace economic, legal, ethical, and discretionary responsibilities. This foundational meaning of CSR has been widely discussed, debated and taught. Although Carroll's model (will further explain in this chapter) has clearly defined CSR, some scholars such as Crane and Matten (2004), De Jongh and Prinsloo (2005), Matten and Crane (2005) and Springett (2003) have questioned Carroll's work as having a lack of accuracy in description (see Visser, 2005). In addition, Carroll's other works (1991; 2008) are said to have failed to justify the description of what constitutes a discretionary activity, making the model's adoption more difficult. It has also been mentioned that his work has not reached a consistent definition of CSR.

Definitions of CSR continue to be vague with “unclear boundaries” (Lantos, 2001, p.2). According to McWilliams, Siegal, and Wright (2006), various definitions of CSR have been presented in literature and often without clarity. Bowens (1953, p.14), notes that social responsibility refers to the obligations of business people to “pursue those policies, to make those decisions, or to follow those lines of action which are desirable in terms of the objectives and values of our society.” Establishing a standard definition of CSR will remain debatable and continue to be a challenge but perhaps it is enough to suggest at this point that managers have obligations to consider society in their corporate decision-making processes.

2.3 The Evolution of CSR

Smith (2003) claims that the idea that business has a social responsibility started from the early nineteenth century after the Industrial Revolution in Britain. At that time, some businesses built factory townships to support their workers and families with housing and other services. For example, in 1879, George Cadbury built the Bourneville town for his factory workers and the town was designed to be a good housing model for the working classes as it was equipped with basic facilities (Smith, 2003). Another example is the welfare scheme that was introduced by the founder of the Lever Brother Company, William Hesketh Lever. He established for his employees normal working hours, sick leave and a retirement scheme to ensure their welfare (Fitzgerald, 2003).

Similarly, in the United States, the practice of social responsibility can be witnessed when in 1881, George Pullman (the owner of the railroad car company), built a town on the Chicago outskirts

and it was described as the “most perfect city in the world” (Smith, 2003, p.52). The history of Quakerism in Britain and the United States also tells of social justice and its close association with the religious and ideological concerns drawn from paternalistic acts (L’ Etang, 2004).

Reflecting on early CSR, Frederick (1994, p.151) argues that by the mid of 1920s “Business representatives and executives were beginning to speak of the need for corporate directors to act as trustees for the interests, not just of stockholders, but other social claimants as well.” It was later that the term Corporate Social Responsibility started to make its way in to academic literature; some suggesting a first appearance in the early 1950s (Carroll, 1999) starting with Howard Bowen’s work. Bowen introduced the modern concept of CSR through his book on CSR titled “Social Responsibilities of the Businessman” in 1953 (Carroll, 1979). Bowen defined the social responsibilities of business as the obligation of businesses to operate and achieve their objectives in line with societal values (Carroll, 2008). Thus, this was an early and alternative approach by writers to find a broader vision besides the economic goals of business.

Coming back to corporate philanthropy, Smith (2007) suggests how the early acts of philanthropy were mostly and simply about writing a cheque in support of long term projects that would have positive impacts on society. This form of philanthropy was intended to create not just immediate marketing-type benefits but long term strategic advantages for the purpose of remaining an intrinsic part of broader society. To be responsible to society meant to translate resources and practises into fixed benefits for the community. Some argue that institutions have a definite “feel good factor” when involved with the community and that, indeed companies that did good to the wider world outside actually lasted longer (Kotler & Lee, 2002).

Indeed, this is considered an early attempt to connect society with corporations and produce an interest in placing CSR in theoretical frameworks (Lee, 2008). The concept of CSR received extensive interest and early academic works emerged providing several theoretical frameworks (Smith, 2003). At the beginning, these works suggested general and basic assumptions about social responsibilities and later were extended to formal conceptualisations and models (Wood, 1991).

By the 1960s, many scholars continued Bowen's efforts to gain a deeper understanding of CSR. From a general understanding of CSR, Frederick (1960, p.60) argued that the final analysis for social responsibilities required "public posture toward society's economic and human resources and a willingness to see that those resources are utilised for broad social ends and not simply for the narrowly circumscribed interests of private persons and firms". Later work by many scholars such as Carroll (1979); Wartick and Cochran (1985) attempted to formulate the link between corporations and society.

Later in the 1970s, the discussions increasingly focused on classifying and developing new definitions of CSR. Numerous studies attempted to redefine and explain the concept (see Carroll, 1979, 1999; Davies, 1973; Frederick, 1994). The most prominent scholar at this stage was Milton Friedman (1970), who viewed CSR with a different perspective. He claimed that managers and organisations are not responsible for contributing any social goods to society, as managers as agents are only responsible to their owners or shareholders. Hence, the only responsibility of business is to maximise profit (Friedman, 1970). As previously mentioned, other researchers have defined CSR in ways which mostly reject Friedman's views, arguing CSR is a practise venturing

beyond profit making (Backman, 1975; Davis, 1960), and economic and legal requirements (McGuire, 1963 cited in Carroll, 1979). CSR is exercised as a voluntary activity (Manne & Wallich, 1972), out of concern for the social system (Eells & Walton, 1961), as an approach to social responsiveness (Sethi, 1975; Ackerman & Bauer, 1976), and in response to the pressures of governments (Marens, 2008).

In the 1980s and late 1990s, few studies sought to discuss definitions of CSR. Instead, the focus shifted to empirical research and alternative concepts and frameworks such as those relating to stakeholders, corporate social performance, corporate citizenship, business responsibility, ethics, and so on. Some of major stakeholder perspectives were popularised by Drucker (1984), Freeman (1984) and Frederick (1986). During this stage, scholars tended to focus CSR as a public relations tool and on the benefits of CSR for organisations and CSR practitioners. In particular, conceptual models of corporate social performance (CFP) gained wide acceptance (see Ullmann, 1985; Wartick & Cochran, 1985; Wood, 1991). There are several important theories and models that help to answer the questions why organisations engage with CSR.

2.4 Models of CSR

One of the most common and highly cited models detailing approaches to CSR is Carroll's four part models (Carroll 1979, 1991). Carroll (1979) regards CSR in a four-stage conceptualization framework that includes economic responsibilities, legal responsibilities, ethical responsibilities and discretionary responsibilities. These four categories are showed as a pyramid, in which the economic responsibilities is the foundation for all other types of CSR and discretionary

responsibilities are the top. In his 1991 article, Carroll changes discretionary to philanthropy. These models appear below (see Figure 1).

At the base of the pyramid are the economic responsibilities of business. The economic responsibilities for corporations are fundamental for the growth and general welfare of society and this should be exercised with an awareness of changing social and ethical values. Economic activities include job creation, technology development and the production of goods and services for business purposes. The next category is legal responsibilities. The corporation is legally responsible to abide by the law and act within local and international regulations. Although the legal responsibilities protect ethical norms and values such as fair operation and human rights, it is reactive and weak when the ethical standards change (Carroll, 1991). Hence, according to Carroll (1979, 1991), these two categories are compulsory responsibilities for corporations. The third category is ethical responsibilities which are expected of corporations but not legally binding. Here, the corporation must recognize the ethical moral norms in terms of what are accepted and rejected by society. Carroll (1991) claims that both ethical and legal responsibilities are dynamic processes and that the ethical aspects of business will eventually turn to legal responsibilities when there is a strong consensus in society (Carroll, 1991). Discretionary responsibilities are the apex of the CSR pyramid. These responsibilities are accepted by the corporation on a voluntary basis and may refer to sponsoring human welfare and goodwill as has been discussed earlier.

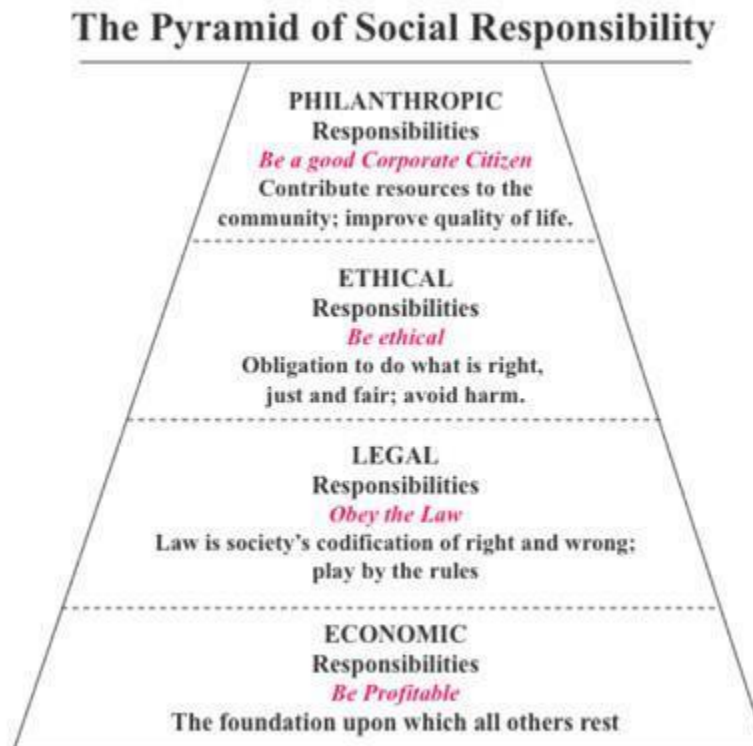


Figure 1: Carroll's Model of CSR

Recently we have seen several theoretical models on Corporate Social Performance (CSP). These models link with the implementation and impacts of CSR. Orlitzky, Schmidt & Rynes (2003) suggests that one of the most influential and comprehensive conceptualizations of CSP is Wood's model (see Wood, 1991, 2010), in which numerous preceding efforts to model CSP blend together Preston and Post (1975) and; Wartick and Couchran (1985) as well as Carroll (1979). Wood (1991) developed the model based on the basic principles of CSR but emphasizes achieving results and outcomes from social initiatives. She distinguished the principles across three categories: social responsibility, the process of social responsiveness, and the outcome of social behaviour. Thus, in an attempt to gain a better understanding, she suggests that the principles

must be combined into one context rather than studying each principle separately. It is an integrative model.

The CSP model categorises the “principles of CSR” into three principles (Wood, 1991), namely legitimacy, public responsibility and managerial discretion. The Model is presented in Figure 2. By meeting social needs and expectations and building up a strong relationship with society, the corporation, as an institution, gains legitimacy and a license to operate. Moreover, the corporation becomes publicly responsible for the harm and damage caused to society. Wood (1991) states that: this responsibility is mandatory and interesting since it is related directly to societal involvement. On the other hand, managerial discretion is the final principle. This principle is practiced at the individual level and depends on the moral awareness of managers who are involved with voluntary social acts.

Principles of CSR
<ul style="list-style-type: none">• Institutional : legitimacy• Organisational : public responsibility• Individual : managerial discretion
Process of Social Responsiveness
<ul style="list-style-type: none">• Environment assessment• Stakeholder management• Issue management
Outcome of Social Behaviour
<ul style="list-style-type: none">• Social impact• Social programmes• Social policies

Figure 2: Wood's Model of CSP

Moving on to social responsiveness, it is showed in three approaches related with three CSR principles. First, an environmental assessment allows a corporation to respond or adapt to a business environment. Second, stakeholder management represents the CSR involvement and

commitment to form balanced and mutual relationship with a stakeholder. Finally, the third, issues management is about monitoring internal and external organisational processes for a corporation's response to social issues. The outcome of social behaviour is evaluated in terms of social impact, social programmes and social policies. CSR is directed and related to the social behaviour of corporations to perform outcomes and guides decision making procedures.

Stakeholder theory has gained attention in the management literature after the landmark book "Strategic Management: A Stakeholder Approach" was introduced by Freeman in 1984. According to Freeman (1984) a stakeholder approach to management offers inventive ways for executives to manage their companies effectively. The word stakeholder was initially cast as "those groups without whose support the organisation would cease to exist" (Freeman, 1984, p.31). Distinct from the traditional view held by economists, a stakeholder view of the firm suggests that "there is a multiplicity of groups having a stake in the operation of the firm, and all of them merit consideration in managerial decision making" (Lea, 1999, p.153). Freeman (1984) argues that managers are not only responsible or accountable to the shareholders of the firm but also to other people and organisations.

Later Freeman and Liedtka (1991) argued that the CSR concept was no longer suitable and introduced an improved view on CSR. According to this new idea, organisations should be responsible to all stakeholders who can affect their operations. Later, Freeman (1984) stated that stakeholder theory helps corporations analyse a business's ethical conduct.

The Legitimacy theory state that CSR is a response to many environmental pressures on organisations which includes economic, politics, and social pressures. Therefore, for organisations to survive and develop, it is important being socially responsible including if the distribution of economic, social or political benefits to the groups from whom they obtain power (Johansen & Nielsen, 2012). Organisations may embrace CSR to obtain power and legitimacy (Deegan, 2002; Milne & Patten, 2002) as well as developing organisations' reputation (Carroll & Shabana, 2010). In tertiary education sector context, universities are expected to behave in a manner that meets social expectations and demand of communities and stakeholders (Nejati et al., 2011).

An organisation that fulfils their social responsibilities will gain legitimacy and “license to operate” (Carroll & Shabana, 2010; Deephouse, 1996; Moir, 2011). Porter and Kramer (2006) argue that the “license to operate” is associated with the permission received from the authority, namely the government, stakeholders and communities to operate the business. Hence, legitimacy theory postulates that the operation of the organisation is within the societal norm and their actions are legitimate.

Legitimacy theory is based upon the concept of “social contract” between the organisation and the society which the organisation has a consent to operate with the societies in return, organisations agree to perform social responsible actions as desired by society (Guthrie & Parker, 1989). To expand, if society is not satisfied with organisations due to unacceptable business conduct, society may withdraw the contract in order to discontinue its operation (Moir, 2001). For example, if a consumer concludes that a product contains an illegal ingredient that can harm

health, such consumer may reduce the demand for the products of the business. In line with this, legitimacy theory is considered as a mechanism “tool” which is important for an organisation’s survival. However, Deegan (2000, p.254) claimed that a “social contract is not easy to define but is used to represent the multitude of implicit and explicit expectations that society has about how the organisation should conduct its operations.”

Legitimacy is generally associated with institutional pressures namely coercive, mimetic and normative pressures as suggested by Di Maggio and Powell, 1983 (explained in section 2.9). Organisations which face the institutional pressures need to appear legitimate (Deephouse, 1996; Di Maggio and Powell, 1983). Universities which engage with CSR will respond to coercive pressures as such a government and regulative agencies to indicate their legitimate operation on CSR. The mimetic pressures would suggest that universities may respond to mimetic pressures to indicate their moral legitimacy, whereby they may tend to imitate other universities action that they consider as a legitimate approach to establish CSR practice. Finally, the normative pressures (also refer as a moral obligation) is associated with professional endorsement. Universities may adopt CSR so that the actions are congruent with a professional body. Overall, it can be argued that based on the understanding of literature, the legitimacy theory is associated with all institutional pressures.

2.5 CSR and Higher Education

In more recent years the concept of CSR has entered universities as higher education institutions and has gained much attention from academics and practitioners. This all on the back of

universities feeling the need to address issues in society (Ahmad, 2012; Amiri, Ranjbar & Amiri, 2015; Alzoyoud & Bani-Hani, 2015; Brownn& Cloke, 2009; Dima et al., 2013; Esfijani, Hussain & Chang, 2013; Jabbour, 2010; Mehta, 2011; Nadeem & Kakakhel, 2011; Nejati et al., 2011; Othman & Othman, 2014; Reed, 2004; Sawasdikosol, 2009). As argued by Ahmad (2012), CSR is no longer only a focus for private corporations but it has also captured the attention of higher education institutions. In an international study, Christensen, Pierce, Hartman, Hoffman & Carrier (2007) revealed that deans and directors from 50 global MBA programmes included CSR topics at their institutions suggesting that CSR has not only become a focus for management but also a curriculum focus. Higher education institutions are also promoting CSR activities for the benefits of numerous internal and external stakeholders: staff, students, academics as well as communities (Ahmad, 2012).

It has been revealed that universities and other higher education institutions (colleges, polytechnics) can cause substantial environmental effects (Jabbour, 2010). The impact they can have on the environment and communities is mostly a result of their size; they may even be considered to operate as small towns. Alshuwaikhat and Abubakar (2008) suggest many of them are considering CSR as a result of their large size, dramatic movement of people and vehicles, high consumption of resources, and expansion of complex activities. The societies, within which they operate, therefore, expect universities to act responsibly towards communities and their stakeholders. Such acts provide universities with a license to function (Dowling & Pfeffer, 1975; Guthrie & Parker, 1990; Suchman, 1995). As such, to strengthen the social pact allowing

universities and other higher education institutions to continue to operate (Newson & Deegan, 2002), they need to be socially responsible (Nejati et al., 2011).

The principles of CSR are not new, as it have already established, and universities and other higher education institutions have long worked to the benefit society by educating new generations and engaging in community service (Dima et.al, 2013). According to Plantan (2002, p.65), “Universities can provide the platform for community services as universities build bridges internationally, serve as national gateways for the sharing and dissemination of knowledge, and influence society through the ideas and values shaped by the humanities and liberal arts.” In line with this argument, universities should not concentrate purely on teaching and research but for larger a mission in human and social development (Parsons, 2014) and should be socially responsible to the local society by strengthening relationships with the communities (Alshuwaikhat & Abubakar, 2008; Haden, Oyler & Humphreys, 2009; Hoffman & Woody, 2008).

In mapping the terrain of CSR studies in the corporate context, the intersection of CSR and the role of the universities and other higher education institutions are mostly unexplored on an international scale (Mehta, 2011). According to some scholars, the understanding about CSR specifically as it relates to universities and other higher education institutions is limited and more effort needs to be made to understand CSR in a global context. Developing countries in particular deserve some attention (Gomez, 2014; Mehta, 2011; Nejati et al., 2011; Parsons, 2014).

A significant number of studies (Kantanen, 2004; Kotecha, 2010; Parsons, 2014; Tauginiene & Zviniene, 2013; Watson, 2003) focus on the suggestion that CSR should be one of the core

functions of universities. Kantanen (2004) claims that universities and other higher education institutions are playing a vital role in social development and economic growth and therefore, the purpose and function of universities and other higher education institutions must benefit the society. Furthermore, universities and other higher education institutions are considered the knowledge pillars of the society (Vasilesu, 2010) and play an important role in the process to accomplishing sustainable development in the new era (Corcoran, Caldera & Clugston, 2002). Kotecha (2010) in her presentation to the Bellagio Conference highlighted “the need for a wider debate around the role of public universities in promoting the public good and in helping to address development challenges facing our society.” As a result, CSR is recommended as a suitable approach for universities and other higher education institutions to become responsible corporate citizens for stakeholders, communities, and societies (Alzyoud & Bani-Hani, 2015). In addition, Pollock et al., (2009, p.343) has further asserted that “complex and ineffective governance, traditional disciplinary boundaries, and the lack of a shared vision at academic institutions often hinder university’s progress toward leading the world to a more sustainable and desirable future.”

In a recent study, Parsons (2014) claimed that in the context of universities, CSR should be recognized as one of intrinsic characteristics and should be embedded in their functions. Parsons (2014) further explained that CSR is part of the core function of the university and it cannot be viewed separately. It is one of the methods used by the university’s management to oversee the university (internally) and to maintain a reputation outside the university (externally). Therefore, CSR is an internal and external process and is integrated with the function of the university. In

addition to this, Vallaey (2007) as cited in Parsons (2014) discusses the definition of social responsibility in universities and suggests that social responsibility is not just a philanthropic activity but is rather an orientation that is integrated into the mandate and programming of the university.

Hence, it is agreed that universities and other higher education institutions should promote and embody CSR as part of its core function such as through the university's mission including teaching of CSR to improve their functioning in education and the environment (Watson, 2003). Therefore, integrating the CSR into core functions of universities could help the society to address these problems and challenges (Kotecha, 2010).

A considerable number of studies have been conducted to measure a benefit of CSR in a broader context on the correlation between philanthropic contributions and profitable (e.g. Burke & Logsdon, 1996; Johnston, Garriga & Mele, 2004; Greenfield, 2004; Lantos, 2001). Finding of these studies have shown empirical evidence suggesting a positive correlation between the social responsibility and financial performance of organisations (Cochran & Wood, 1984; Graafland, 2002; Johnson, 2003; Orlitzky, Schmidt & Reynes, 2003). The correlation is identified by a number of drivers for example, resource competitive (Cochran & Wood, 1984; Porter & Kramer, 2002), increase employees' quality, performance and motivation (Turban & Greening, 1997), customer goodwill and loyalty (Brinkman, 2002), decreased operating costs (Kotler & Lee, 2005), enhance desirable image and reputation (Porter & Kramer, 2006; O'Dwyer, 2002).

In addition, other studies argue that employees, consumers and stakeholders are likely to support an organisation that helps people and the environment (Du Bhattacharya & Sen, 2010; Alexander & Smith, 2013). However, Garriga & Mele, (2004) point out that some correlation is complicated to measure, resulting in mixed results in examining CSR and financial performance. For example, Cochran & Wood (1984); Griffin & Mahon (1997); Ullman (1985) discovered positives and negative results, whilst Anderson & Frankle (1980); Freedman & Jaggi (1982) reflecting a negative relationship between CSR and financial performance. Scholars believe these ambiguous results are due to the unclear concept of CSR and the methodologies issues (Graves & Waddock, 1994; Waddock & Graves, 1997).

By drawing on previous findings that highlighted the above correlation, the finding is also relevant not only to the business organisations but to higher education institutions such as universities. Nowadays, universities are expected to fulfil and identify the demands of societies in human capital. The role of the universities as social institutions is serving societies through a variety of activities that strengthening the relationships with societies for social development (Alshuwaikhat & Abubakar, 2008; Haden, Oyler & Humphreys, 2009; Hoffman & Woody, 2008; Parson, 2014). However, it is a conflicting question whether universities' decision to adopt CSR is genuine as a university "philanthropic responsibilities" to stakeholders and society (as suggested by Carroll's pyramid model, 1979 and 1991) or CSR is only a "convergence of interest" (Porter & Kramer, 2002, p.59), between the social benefit and the University's strategy (Othman & Othman, 2012). Universities might practice CSR in order to make a better positive image in the society and a strategic weapon to design the best strategy to take advantage of a growing market

demands on academic programme and students by considering CSR in their strategic component of Universities' operation (Nejati et al., 2011). Russo & Perrini (2010, p.208) claim that "at the beginning of the third millennium, the concept of CSR is gaining increasing momentum, progressing from its initial focus on the shallow considerations of "temporary fashion" and "window dressing" to a serious and critical concentration on corporate strategic orientation."

In other words, CSR is no longer just a show-off reason, but a combination with a strategic direction (Nejati et al., 2011). It can be said that the CSR practice will increase a long-term benefit to universities (Ezekiel et al., 2013) rather than the conventional CSR role in universities. It is important for universities to be competitive for the future challenge (Dahan & Senol, 2012). Stensake (2007) further added, the real future challenge for universities is to balance the need to adapting the world transformation while maintaining the identities and characteristic of universities.

The role of universities to meet a societal demand on producing professional leaders for responsible business has received a great attention from the United Nations (UN). Under the UN umbrella, The Principles for Responsible Management Education (PRME) initiative was launched in 2007 (Alcatraz, 2010; Godemann et al., 2014) to facilitate the new future of universities. The aim of the PRME initiative is to encourage universities, particularly business schools to adopt CSR in all disciplines of teaching methodologies, curricula, research and university's strategies. By doing this, universities are expected to produce good leaders who can lead to a responsible and sustainable business in the future and increase the research on PRME (Alcaraz, 2010; Godemann

et al., 2014). It is important for universities to identify what is required in their academic programmes as it will impact the future society and the environment (Godemann et al., 2014).

After a global call to redesign the purpose of the universities, in 2008, 170 business school and other higher learning institutions from 43 countries have signed up to PRME (Alcatraz, 2010). In 2013, the number has increased to 510 signatories from 181 countries (Godemann et al., 2014). In this regard, the signatory can be departments, faculties, schools of public and private college or university for management and business. The increasing number of signatories evident that PRME has successfully influenced business schools over the world to participate with the new direction of universities in CSR disciplines.

In PRME initiatives, business schools signatories were required to report their CSR progress to PRME for every 18 months. From this reporting system, business schools could share their knowledge and experience and learn from each other to improve their commitment on embedding the CSR into their academic programmes. According to Alcatraz (2010), PRME initiatives strengthen the nation of networking among the international community of business schools and international associations, knowledge sharing of ideas and positive image to signatories. Godemann et al., (2014) added that one of the reasons for universities agreed to sign up to PRME is to increase student employability as graduates from signatory university have higher chances to be employed by the corporations. Positively, the PRME initiatives have successfully changed the future of universities to the next level of socially responsible in higher education institutions.

Universities and other higher education institutions have used CSR as a way to understand how they operate within new circumstances and identified their impacts on the local communities in which they operate (Brown, 2009). The literature about universities show that to certain extent, CSR has influenced universities' operations. In United States, one of university alliances called Campus Compact is committed to instilling students with valuable skills through student involvement in community service activities (Colby, Ehrlich, Beaumont, Rosner & Stephens, 2000). To give another country example, the interaction with the community as a service component of universities and other higher education institutions was incorporated into the Swedish University Act in 1998 (Virtanen, 2002 cited in Othman & Othman, 2014).

In Finland, the University Act has been improved by streamlining the social role of universities. As one of the university's social contributions, they are expected to engage and interact with the community and share their research findings (Kantanen, 2004). In one of the Asian countries, Thailand, universities and other higher education institutions are required by the Ministry of Higher Education to focus more on social development and communities in the Asian region but also worldwide (Sinhaneti, 2011). This literature suggests that progress has been made in implementing CSR in universities and other higher education institutions. Yet at the same time, little has been written on this progress, especially in the context of developing countries.

2.6 CSR and Malaysia

This research is about university social responsibility in Malaysia, a developing country. This section of the chapter contextualizes the study within the Malaysian setting. It then proceeds to

explain current studies of CSR in Malaysia as well as key topics within the area. Key research is examined and research gaps identified.

Malaysia was colonised for about 400 years and was granted its independence in 1957 from British colonial rule (Amran & Devi, 2008). The country is geographically located in South East Asia with Thailand in the north and Singapore in the south as neighbouring countries. The country consists of thirteen states and three federal territories. Peninsular Malaysia comprises eleven states and two federal territories whereas East Malaysia comprises two states and one federal territory.

In 2017, around the time of this study, Malaysia had a population of approximately 32 million (Department of Statistics Malaysia, 2017) in an area covering 329,847 square kilometres (Malaysian Economic Planning Unit, 2017). The country is a multi-ethnic society with consists of three main ethnic groups: Malay (68.6%), Chinese (23.4%) and Indian (7%) and a further 1% represents for other ethnicities (Department of Statistics Malaysia, 2017).

Since its independence, Malaysia has practiced parliamentary democracy within a constitutional monarchy. The parliamentary system consists of Yang Di-Pertuan Agong (His Royal Highness the King), the Senate (upper house) and the House of Representatives (lower house). The government is headed by the Prime Minister and members of the Cabinet. The Chief Minister is the head of government at the state level. Currently, Dato' Seri Najib Tun Abdul Razak is the Prime Minister and Head of the Federal government (Source: The Malaysian Government Official

Portal). From independence to the present, Malaysia has had six prime ministers who have governed the country.

The Malaysian government consistently focuses on the social and economic growth of the country. One of the ways to achieve this aim is by promoting the CSR agenda. CSR has become important for the Malaysian government, resulting in increased awareness and understanding over the past few decades (Abdul Rashid & Ibrahim, 2002; Amran & Devi, 2008; Nasir, Halim, Sallem, Jasni & Aziz, 2015).

The CSR movement is spreading throughout the world and the literature has revealed that a numerous number of organisations in western countries have seen CSR as a positive agenda (Juholin, 2004; Longo, Mura & Bonoli, 2005; McWilliams & Siegel, 2001). In response to this, many organisations have started to pay attention to the social impact of their business activities in their CSR exercises (Gonzalez-Rodriguez et al., 2012). In Malaysia, an increasing number of organisations are considered to perform CSR in their daily operations (Nasir, et al., 2015) such as their volunteering activities, CSR investment, community involvement, and fair operating practices. Nevertheless, only recently scholars have brought the debate to Southeast Asia. In the past two decades, CSR has become an important subject of many scholars in non-Western countries, especially among countries in the Asian region (e.g. Baskin 2006; Baughn, Bodie & McIntosh, 2007; Chambers, Chapple, Moon & Sullivan, 2003; Chapple & Moon 2007; Frynas, 2006; Visser, 2008). Visser (2008, p.477) contends that “Asia is the region most often covered in the literature on CSR in developing countries”, and Malaysia is identified as one of the countries that has received significant attention from scholars (Baskin, 2006; Zulkifli & Amran, 2006).

Despite this growing interest in the CSR literature, CSR studies were mostly studied in developed countries but limited in the developing countries (Belal, 2001; Jamali & Mirshak, 2007). Hence, more empirical work should be conducted for more understanding of critical perspectives and limitations of CSR in developing countries (Blowfield & Frynas, 2014; Frynas, 2006; Visser, 2008).

A review of literature has revealed that the concept and the implementation of CSR could not be considered new in Malaysia (Nasir et al., 2015). Studies on CSR have become an important area in leading journals and specific journals in CSR research in more recent years (i.e. Journal of Business Ethics, Journal of Corporate Citizenship, Business and Society). Nasir et al., (2015) reported that the popularity of CSR studies among scholars has increased drastically in recent years. However, Ng (2008) suggested that the implementation of CSR amongst the Malaysian companies is far of behind international standards. In Ng's (2008) findings almost two thirds of the respondents were ranked between poor and average categories. Some studies argue that the state of CSR in Malaysia as still at an "infancy" level (Nik Ahmad & Abdul Rahim (2005); Ramasamy & Ting (2002); Thompson (2003). Although the studies of CSR have increased since its inception in the 1980s, "there is still a dearth of longitudinal empirical study in Malaysia". (Jamil, Alwi & Mohamed, 2003, p. 141)

Empirical studies on CSR in Malaysia revealed that organisations have a limited understanding regarding CSR concepts (Amran & Nabiha, 2009; Zulkifli & Amran, 2006). Amran and Nabiha (2009) suggested that many organisations in Malaysia viewed CSR as corporate philanthropy or charity donations but not as business opportunities (Ismail, 2011). This is evidenced by Prathaban and Abdul Rahim (2005), who disclosed that in the year 2003 to 2004, a large amount of money

was given away by organisations to various charitable societies, programmes, orphanages, and the poor. In Malaysia, corporate philanthropy activities are associated with traditions cultural and religious occasions (Zulkifli & Amran, 2006). For this reason, communities have considered these activities as a noble behaviour and have become an important agenda for organisations in Malaysia (Zulkifli & Amran, 2006).

Several studies have revealed that in developing countries, corporate philanthropy activities are actively practised by organisations to meet government and community expectations. Yet, larger organisations are expected to disclose their information contributions on charitable activities as evidence of their contribution to a social development of the nations (Amran & Devi, 2007; Atan, Razali & Mohamed, 2010; Lorenzo-Molo, 2009; Naser, Al-Husaini & Al-Kwairi, 2006). These findings indicate that Malaysian organisations believe that CSR's main function is corporate philanthropy; this is consistent with the top end of the pyramid in Carroll's model (1991) that focus on voluntary corporate actions to the society and as a result, their quality of life is improved (Carroll, 1979, 1991).

According to a number of studies, instead of making an effort and growing CSR awareness, many public companies in Malaysia are slower in responding to the issues of CSR, such as environment protection and preservation issues and charity activities for the communities in which the companies operate (Abu-Baker & Nasser, 2000; Branco & Rodrigues, 2006; Mustafa, et al., 2012). In addition, the Malaysian government's effort to promote CSR is still not taken seriously by many Malaysian companies. This is evidenced by that fact that only a few of the big companies or

international companies in Malaysia are really involved in CSR projects (Amran & Siti Nabiha, 2009; Mustafa et al., 2012).

The literature on CSR disclosure in corporations in Malaysia revealed that there is an increasing number of CSR disclosure in this sector (Janggu, Joseph & Madi, 2007). Amran and Devi (2008) agreed that CSR disclosure appeared as the most popular area studied in Malaysia. Many scholars found that CSR disclosures among Malaysian organisations were used as a strategy to improve their positive image instead of a way to provide information for stakeholders (Nik Ahmad, Sulaiman & Siswanto, 2003; Zain, Mohammad & Alwi, 2006). These findings were supported by recent scholars, who concluded that the purpose of practising CSR in Malaysia is to maintain and improve the good reputation of an organisation (Amran & Devi, 2008; Nik Ahmad & Sulaiman, 2004; Thompson & Zakaria, 2004; Zulkifli & Amran, 2006).

In addition, corporations employ CSR as a promotional tool and disclose the social information to improve the society life and their existence is visible in the society (Amran & Devi, 2007). According to Mohamad Zain (2004) in his findings, there are three reasons why corporations chose to disclose their social reporting; existing awareness of top management, the need to comply with government policy and to enhance corporate image.

Research into CSR reporting in Malaysia has increased since the late 1980s (Abu Bakar & Ameer, 2011; Amran & Devi, 2007; Arshad, Othman, Darus, & Taylor, 2010; Homayoun et al., 2011; Ismail & Abu Bakar, 2011; Tee, 2008; Zulkifli & Amran, 2006). However, a survey conducted by Bursa Malaysia (2007) found that CSR practices and reporting amongst publicly listed companies (PLCs)

in Malaysia are still low. It is believed that the reason for organisations to promote CSR reporting is to “generate business publicity and make economic returns for business” (Zulkifli & Amran, 2006, p.111), which is more consistent with the lower end of Carroll’s model (1991).

From the perspective of CSR and Islamic thinking, the relationship between CSR and Islamic thinking began to get attention due to the increasing awareness of the relationship between religion and economic activities (Haniffa & Hudaib, 2002). The concept of CSR in Islam is seen as more broadly encompassing Aqidah (faith in God), Ibadah (worship) and Akhlaq (ethics and morals). This concept encompasses Islamic Syariah, which is central to the view of the Islamic world (Zaidan, 1999). The Islamic concept of CSR takes a holistic approach. It suggests an integralistic spiritual view based on the teachings of the Quran and Sunnah (saying and practices of the prophet of Islam), providing a better alternative philosophical framework for man's interaction with nature as well as his fellow men (Ahmad, 2002).

In Islamic thinking, CSR is stemming from the principles of brotherhood and social justice (Naqvi, 1981). The social justice prevents Muslims from doing harm (Yusoff, 2002) whilst a concept of ukhuwwah (brotherhood) demands Muslims responsible to look for each others (Alhabshi, 1994). These two principles, the social justice and ukhuwwah can be achieved through the prosperity sharing for community development (Hassan, 2002). Islam is a religion that helps one another to improve the standard of living of the community and this can be achieved through the contribution of business organisations to the community to enhance economic development (Yusoff, 2002). This may include job opportunities, supporting community and charity activities through contributions such as paying zakat (religion-defined taxes) and giving sadaqah (charity)

(Muhammad, et al., 2008). Therefore, in Islam, the business activities conducted by the organisation is a religious obligation (al-Shaibani, 1997) that an organisation is socially responsible; to look after and help the community (Beekun, 1996).

In the perspective of Islam, CSR is influenced by the concept of accountability, which entails a full commitment of what is desired by the God (the concept of Tawhid - oneness of God). Based on the concept of Tawhid, the reason of CSR is to express their responsibility to God, community and to the environment (Muhamad & Muwazir, 2007). If the concept of oneness of God is accepted, all business activities must obey the doctrine and non-compliance of Islam will result in sin (Haniffa & Hudaib, 2002). Therefore, CSR is about moral and religious principles that organisations should behave “good” in doing the business (Dusuki, 2005) and this can be a guide for the organisations to carry out their business activities and social responsibility concurrently.

In developing countries, especially in Asia, studies have found that religious, cultures, politics and socio-economic associated with the commitment of organisations to implement CSR practices (Dusuki, 2005; Muwazir, 2007; Nelson, 2004; Renato & Fiume, 2004). For example, any change in society's culture and norms will change the organisational perceptions and attitudes of the CSR commitment. In Malaysia, a study on the perception of Malaysian managers regarding the practice of CSR in their organisations and comparisons with the Islamic conceptual framework was carried out by Siwar and Hossain (2007). A questionnaire was distributed to 50 listed organisations in Malaysia, including multinational, government-linked companies, private corporations and SME companies. The study revealed that there was a strong relationship between the CSR practices in organisations with Islamic concept. The similarity between these

two concepts was identified from the managers' perception in this study. As a country with a majority of Muslims (Department of Statistics Malaysia, 2017), the findings acknowledged the influence of Islamic concept in CSR practices as organisations must "doing good" in doing business as requires by Islam. Therefore, fulfil the obligation for organisations to be socially responsible to the God, society and the environment (Muhamad, Sukor & Muwazir, 2008).

A more recent study by Muwazir, Madun and Noordin (2013), which was conducted among Malaysian managers from Islamic Banking Industry, investigated their perception of CSR activities in Islamic banks. Results demonstrated that managers strongly agreed that CSR is crucial for business strategies and organisations should be socially responsible to the society. Overall, this study showed a positive response towards CSR activities among Islamic bank in Malaysia. This result highlighted the relevance of the CSR concept in organisations and Islamic business approaches that organisation's activity is a religious obligation (al-Shaibani, 1997). They should be actively involved in CSR activities to help the community (Ukhuwwah) and this is considered as ibadah (worship) in Islamic CSR. Based on the above discussion, it can be said the emergence of CSR practices in Malaysia was closely related to the Islamic conceptual framework and contribute to present day CSR practices and activities.

2.7 CSR, Malaysia and the Role of Government

One of the shortcomings in research in the Western context is the role governments play in CSR. Perhaps the omissions are obvious given the relatively "free-market" ideologies inherent in those

contexts. The Malaysian corporate context is heavily influenced by governments and regulatory bodies.

As a developing country, Malaysia started to experience a trend of growth in CSR activities about two decades ago (Nasir et al., 2015). Recently, the involvement of the government in CSR received more attention from the scholars including Malaysia (Ismail, 2011; Lu & Castka, 2009). Amran and Devi (2007) explored the influence of government in CSR reporting among companies in Malaysia. They revealed that the government has some significant roles in influencing the implementation of CSR practices more intensively. For example, the government influence can be identified in “Vision 2020.” From nine challenges listed in that document, three of the challenges reflect CSR initiatives: moral and ethical community, a caring society and an economically just society.

Moreover, *Vision 2020* also targets Malaysia as a fully developed country with focuses on environmental sustainability (Mahyuddin & Rao, 2003). In 2008, Amran and Devi again conducted a study to investigate the influence of the Malaysian government on the development of Malaysian companies who depend on the government. A similar result was found, the government strategies and commitment to CSR have led companies to intensively implement CSR. Obviously, these studies indicated that the Malaysian government has inspired companies in enhancing the adoption of CSR practices in Malaysia.

The acknowledgement of the Malaysian government on CSR can be traced from numerous government initiatives. In the 2000’s, the government promoted CSR at all levels and across all

industries (Abdul Razak, 2004), from publicly listed companies (PLCs), to private companies, to non-profit organisations, including those in the public sector. As a starting point for CSR attention, in 2004 the National Integrity Plan (NIP) – which aims to reduce corruption and create an ethical Malaysian society in all sectors – was launched. This was followed by the establishment of the Malaysian Institute of Integrity (IIM) in the same year. The IIM was established to assist the NIP in promoting integrity, ethical and good practices in all sectors in Malaysia.

In June 2004, at a CSR conference held at the Putra World Trade Centre (PWTC) in Kuala Lumpur, Prime Minister Datuk Seri Najib Tun Abdul Razak, expressed his view that CSR could “improve financial performance”, “enhance corporate image”, and that it had the “ability to attract and retain the best workplace”, as well as “contributing to the market value of the corporations” (p. 3). As a national leader, the Prime Minister agreed that CSR offered significant benefits to organisations and therefore encouraged all organisations to be involved in CSR.

To demonstrate the government’s commitment to CSR is crucial. Under the Government-Linked Companies (GLCs) transformation programme the Silver Book was launched in 2006 as one of the transformation initiatives. The Silver Book is intended to provide a systematic implementation of CSR to GLCs. It is a set of principles and guidelines for GLCs on how they can contribute to the society in a responsible way and give a positive impact for their businesses to the societies in which the companies operate (Atan et al., 2010; Ismail, 2011). Therefore, the focus of the CSR in Silver Book is not just on philanthropy. Rather, the focus is on how GLCs can benefit both business and society (Ismail, 2011). Through the Silver Book, the GLCs are influenced by the Government to embed CSR practices and culture as one of their strategies and operations.

In the same year, Bursa Malaysia (Malaysia's stock exchange) launched the CSR framework September 2006 which provides guidelines to Malaysian PLCs in terms of CSR agendas, policies, and initiatives. Bursa Malaysia's (2006, p.5) CSR framework defines CSR as "open and transparent business practices that are based on ethical values and respect for the community, employees, the environment, shareholders and other stakeholders", and states that CSR was designed "to deliver sustainable value to society at large." Most importantly, the CSR activities must be on voluntarily basis. In year 2007, Bursa Malaysia required PLCs to disclose their CSR activities in their annual financial reports (Malaysian Annual Budget Speech, 2006) but there is no specific standard on the contents.

In 2008 Malaysian Budget Speech, the Prime Minister has announced that companies were required to disclose their CSR activities and embedded the CSR culture in their operation. It was hope that the society will recognise their societal contribution to increase the interest to contribute in the CSR investment fund and finally, change the stakeholder's priority instead of profits and business operations, also important is the social contribution to society.

The attention of Malaysian government to CSR is again evident in the creation of the Institute of Corporate Social Responsibility Malaysia (ICRM). The ICRM is responsible for promoting social responsibility to business. Furthermore, it is also evident through the establishment and ongoing involvement of advisory panels: Khazanah Nasional Berhad, Bursa Malaysia Berhad and the Securities Commission.

Subsequently, in 2010, the Malaysian government launched the Tenth Malaysian Plan, a blueprint that outlines the Malaysian national budget allocations from 2010 to 2015. This blueprint has stressed that corporations engage in CSR activities together with the public sector and the community to improve social services.

2.8 CSR, Malaysia and Higher Education

In Malaysia, public universities are closely monitored by the government through the Ministry of Higher Education (MOHE) and are heavily funded by the government (Mok, 2010). From 2004 up to the present, MOHE has been established monitoring and overseeing the universities in Malaysia (Sirat, 2010). The MOHE has been significant in institutionalizing CSR in the Malaysian university and higher education sector. One example is promoting CSR practices in universities as a part of Malaysia's National Blue Ocean Strategy (NBOS). The impact of this approach (and the influence of MOHE) is illustrated by this quote from the participants in this study:

“I believe the encouragement from MOHE has caused wide-spread of CSR in all the universities. The government gives funding to us to implement CSR. After CSR is established, we have a monitoring process. MOHE will make sure that all the processes work properly. There is a reporting process and we have to report on the activities we have done back to them.” (R1, C2)

Public universities are divided into three categories: Research University (RU), Comprehensive University (CU), and Focused University (FU). There are five RUs in Malaysia. These universities were awarded by the MOHE in recognition of their excellence. The awards were based on eight

criteria that focus on the aspects of research and development as well as commercialisation activities. The Research Universities share four common characteristics, namely (a) research-oriented subject areas, (b) competitive entry requirements, (c) highly-qualified lecturers, and (d) an undergraduate to postgraduate ratio of 50:50.

There are four universities categorised under the Comprehensive University category. These universities share four common characteristics, including (a) a wide range of subject areas, (b) competitive entry requirements, (c) highly-qualified academicians, and (d) an undergraduate to postgraduate ratio of 70:30.

The Focused University category comprised eleven universities. These universities focus on specific areas of knowledge related to the goals of their establishments. The areas of knowledge are grouped into four fields: technical, education, management, and defence. The four common characteristics of these universities are identical to RUs and include (a) research-oriented subject areas, (b) competitive entry requirements, (c) highly-qualified lecturers, and (d) an undergraduate to postgraduate ratio of 50:50.

2.9 Institutional Theory

Whilst a variety of theoretical approach has been used to explore CSR (e.g., Amran & Devi, 2008; Carroll, 1979, 1991, 1999; Dahlsrud, 2008; Matten & Moon, 2008), there is no collectively accepted theory available to explain the concept of CSR (Adam, 2002; Amran & Devi, 2008; Jamali, 2007; Taneja, Taneja & Gupta, 2011; Tilling, 2001). Amaeshi and Adi, (2007, p.133) added that CSR lacks a “dominant theoretical approach or methodology.” Research on CSR in developed

countries have used institutional theory to understand the CSR phenomena (Glynn & Davis, 2007) and more recently, the CSR research in developing countries has begun to employ an institutional approach to understand the CSR activities. Mostly, the research focuses on the institutional pressures on companies to engage in CSR (Abdullah & Aziz, 2013; Amran & Devi, 2009).

Institutional theory finds its most traditional roots in political sciences, economics and sociology literature for many years ago (Scott, 2008; Di Maggio & Powell, 1991). The institutional theory is commonly employed to explain the existing organisational structure and practices to fulfil an external expectations and increase support and legitimacy (Di Maggio & Powell, 1991; Deegan, 2002). According to Brammer, Jackson and Matten (2012), the institutional theory explains the relationship between the organisation and society and increase the understanding of the adoption of CSR. For example, how organisations use CSR as their strategic tool to achieve their economic objective. The research on CSR in developed countries have used institutional theory to understand the CSR phenomena (Glynn & Davis, 2007). More recently, the CSR research in developing countries has begun to employ an institutional approach to understand the CSR activities and mostly, the research focuses on the institutional pressures on companies to engage in CSR (Abdullah & Aziz, 2013; Amran & Devi, 2009).

Jamali and Neville (2011) have claimed that institutional theory is the most suitable approach in developing countries in an attempt to understand the CSR as new organisational practices. Further, according to Di Maggio & Powell (1983) institutional theory is the most appropriate theory to investigate the rationale of the certain phenomena being adopted in business operations. Maignan and Ralston (2002) argue that attention to an institutional approach is

required as one of the factors that may influence whether corporations behave in a social responsible way. Margolis and Walsh (2003) in their study of the CSR literature from 1972-2002, criticised this literature on ignoring theoretical factors that may affect CSR.

Based on the notion that limited effort has been made to apply institutional theory in CSR research and considering that the existing theories have failed to provide a clear understanding of CSR, institutional theory seems to be an appropriate theory for understanding the CSR concept (Brammer, Jackson & Matten, 2012). More broadly, in the mid-2000s institutional theory was used widely by many scholars and became one of the most common approaches in management studies (Willi, 2014). An increasing number of studies (Aguilera et al., 2007; Campbell, 2007; Matten & Moon, 2008) started to apply institutional theory in CSR research. In developing countries, the CSR literature has used Institutional theory to explore the CSR practice in companies (Willi, 2014). But what is institutional theory?

At the risk of oversimplification, institutional theory is the process by which a concept becomes institutionalised or how it becomes a regulation (Scott, 1987). Zucker (1987), a prominent institutionalist, claims that a rich set of data and a unique perspective of organisations are obtained from institutional theory. Further, Di Maggio and Powell (1983) in their seminal work state that institutional pressures are driven by coercive, mimetic and normative isomorphism or pressures. Details of the pressure is further explained as they are important for this research.

Coercive pressure refers to the adoption of the organisation on certain procedures or practices in response to pressure from powerful stakeholders such as government, investors and the media

which are driven by two forces. First, is the formal pressures exerted by other organisations upon which the focal organisation is dependent for resources (Di Maggio & Powell, 1983; Mizruchi & Fein, 1999). This pressure stems for instance from political pressure and includes governmental regulations, laws and mandates. And second, is the informal pressures, organisations may experience pressure to conform to the cultural expectations and ethical considerations of the larger society (Di Maggio & Powell, 1983; Edwards et al., 2009; Mizruchi & Fein, 1999; Pfeffer & Salancik, 1978). This pressure is more subtle and may be felt as persuasion, force, or as an invitation to collaborate. In relation to CSR, these pressures stem from stakeholders including governments and regulatory agencies (Matten & Moon, 2008).

Othman, Darus & Arshad (2011) in their study on the influence of coercive isomorphism on CSR reporting in 117 public listed companies in Malaysia revealed that the new regulation introduced by the Malaysian government is one of the best approaches to increase the CSR reporting among public listed in Malaysia. Similarly, Amran and Devi (2008) found that there is a positive and significant relationship between coercive forces and CSR practice. This finding indicates that the government's commitment and aspiration influence the GLCs in Malaysia to engage with CSR. The GLCs that dependent on government or have government shareholding are impacted by government's agenda on CSR. These findings are consistent with the coercive pressure that any companies who depend on the government for contracts tend to comply with government's aspiration and principle and companies who fail to comply may face obstacles in obtaining future projects (Di Maggio & Powell, 1983).

Mimetic pressure is a response to environmental uncertainty in situations where a clear choice of action is unavailable. Uncertainty is a powerful force that encourages imitation. Organisations' top management will tend to imitate other organisations within the same field especially if such organisations are perceived to be successful (Di Maggio & Powell, 1983). Also, they may mimic the action of an organisation that they consider as being legitimate (Mizruchi & Fein, 1999). From the CSR perspective, Schultz and Wehmeier (2010) argue that mimetic pressures are a reason why organisations adopt socially responsible behaviour in order to be seen as "moral" organisations. Mimetic pressures emanate from ongoing observation of peers, competitors, and collaborators (Hasse & Krücken, 2008). Matten and Moon (2008) claim mimetic pressures may include adopting what is considered a "best practice" within the organisational field as a legitimate approach to establish and develop CSR practice. In the case of universities, the imitation refers to benchmarking against peers in the appropriate niche (e.g. research based universities are likely to imitate other research based universities) (Shim & Kehm, 2013).

Normative pressure refers to the adoption of organisation procedures or structures and how they stem from the process of professionalisation which spread through socialization to achieve a normative status (Di Maggio & Powell, 1983). Professionalism is associated with a commitment to maintain autonomy over rules of procedure at work and legitimate work by members in organisations. Normative pressures include any norms that are set indirectly or directly by professional networks or through education (Ibid). Socialisation among top management may happen due to the membership of associations or due to attending the same workshop for

example. These would also create a normative pressure. Moreover, organisations comply with pressures as their moral obligation (Hoffman, 1999).

Normative factors affecting CSR include social and environmental systems and values supporting CSR (Jones, 1999; Marquis, Glynn & Davis, 2007) professional associations and monitoring (Campbell, 2006, 2007) such as CEO groups (Marquis et al., 2007), NGO existence (Campbell, 2006, 2007; Delmas & Toffel, 2004; Marquis et al., 2007) and stakeholder environment and dialogue (Campbell, 2006, 2007; Jeurissen, 2004).

By drawing on Di Maggio and Powell's (1983) work, this study suggests the drivers on CSR activities in public universities in Malaysia have the potential to be shaped by regulatory, mimetic and professional/normative pressures. Following institutional theory, the reasons why universities respond to these three pressures relate to the desire to achieve institutional legitimacy.

2.10 Chapter Conclusion

This study is about CSR as it is played out in public universities in Malaysia. This chapter has established the context for this reason. In addition, this study considers the institutional pressures on decision-makers and key players within this context. The following chapter details the methodology of this study, and the process undertaken to explore CSR in public universities in Malaysia. The originality of this study lies in the attention to institutional pressures within this particular, developing and unique context.

Chapter Three

Methodology

3.1 Introduction

Research Methodology defines the approach to collecting and analysing of the data in a research conduct (Sekaran & Bougie, 2013). It serves as a guide for the researcher especially for data collection and analysis (Bryman, 2008). A qualitative approach is adopted for this study. This chapter is organised as follows. The chapter first discusses the choice of research paradigm and philosophy. Next, the discussion focuses on the case study methodology that was employed which is followed by a description of the preliminary study that was carried out. Several sections then detail particular aspects of the research project. A summary of the methodologies and the rationale for adopting various analytical techniques are also shown in Table 2 below. The detailed aspects of each are discussed in the subsequent sections.

3.2 Research Paradigm and Philosophy

A research paradigm is about the approach to how a social phenomenon is being researched and how this particular understanding of a phenomenon can be gained (Saunders, Lewis & Thornhill, 2009). Burrell and Morgan (1979) assert that a research paradigm determines the nature of the social world and the way it is to be researched. In other words, the research paradigm is a perspective taken by a researcher in thinking about the world and how to research it (Saunders et al., 2009).

Design Element	Rationale for Adopting Design Element	Techniques/Approach
<u>Research Paradigm</u> Interpretivism	This study investigates a complex social phenomenon Allows for detailed insight and rich analysis ¹ of CSR institutionalisation. ²	Inductive approach leading to theory building. ³
<u>Research Design</u> Qualitative Approach	The nature of this study is exploratory, qualitative approach is a most appropriate. ⁴ Suitable when there is limited knowledge on the problem being researched. ^{5,6} Provides a broad holistic perspective for research. ⁷	Interviews Semi-structured interviews Document Analysis Universities' annual report for five years (2011-2015) University ranking
<u>Research Strategy</u> Multiple Case Study Approach	Provides a detailed description and analysis of a phenomenon. ⁸ The purpose of a case study is to answer questions of "what," "why," and "how." ⁸ Increases generalizability. How one study can be applied in other situations. ⁹ More compelling and robust. ⁸ More effective if compare to single case study. ¹ No specific number on sample size for purposive sampling techniques; the aim and the research question determines sample size. ¹¹	Case Selection: purposive sampling Population: 20 public universities in Malaysia Sample size: six case studies.
<u>Data Analysis Method</u> Content Analysis	Useful technique for capturing large volumes of data, in-depth interviews, and documents analysis; especially for analysing longitudinal data. ³ Technique commonly used to measure the CSR disclosures. ^{10,13,14}	Data gathered are transcribed, content analysis used NVivo, fsQCA used for configurational analysis
NOTES. ¹ Miles & Huberman, 1994. ² de Bakker, Ohlsson, den Hond, Tengblad & Turcotte 2007. ³ Given, 2008. ⁴ Sekaran, 2003. ⁵ Blum & Muirhead, 2005. ⁶ Creswell, 2009. ⁷ Bryman, 1984. ⁸ Yin, 2009. ⁹ Meriam, 1998. ¹⁰ Nik Ahmad & Sulaiman, 2004. ¹¹ Saunders et al., 2009. ¹² Yam, 2013.		

Table 2: A Summary of the Research Methodology

In the philosophical research, two fundamentally different paradigms are important: positivism and interpretivism (Collis & Hussey, 2013). Burrell and Morgan (1979) explain that researchers might have a different belief about the same object. Hence, the difference between two different research paradigms: the positivist and the interpretivist. It is significant to understand that each of the paradigms has a different set of assumptions based on ontology and epistemology, which

deal with reality and knowledge. These differences lead to diverse grounds of knowledge about the world (Collis & Hussey, 2013; Morgan & Smircich, 1980). In brief, epistemology considers aspects to do with knowledge and ontology considers views on reality. These considerations influence how the researcher decides the process of their research inquiries (Morgan & Smircich, 1980; Saunders et al., 2009).

Ontology is “the researcher’s view of the nature of reality or being” (Saunders et al., 2009, p.110). It is related to the nature of reality (Collis & Hussey, 2013) and is emphasised with “what is and what we deem as reality” (Symon & Cassell, 1983, p.3) or in other words “what we know”. Thus, the researcher’s assumption about the research is influenced by the researcher’s essential belief about the nature of being or of existence (Saunders et al., 2009).

According to the ontological assumptions of positivists, reality is objective, external and singular: the researcher is separated from the subject under study or social phenomena (Collis & Hussey, 2013; Saunders et al., 2009). As agreed by Gray (2004), reality is something that one can see physically, smell and touch. Therefore, positivist researchers establish that reality is a fact, it is external, and there is no direct interaction between the researcher and the participants under study.

In contrast, in terms of the ontological assumptions of interpretivists, social reality is conceived as subjective because it is based on people’s perceptions (Collis & Hussey, 2013). The researcher seeks to understand the subject under study from the participant’s view (Saunders et al., 2009). This is consistent with Burrell and Morgan (1979, p.5) assert that the ontological assumptions of

interpretivism as “from the inside rather than outside”, which means the society is understood from the viewpoint of the participant rather than the observer. Hence, the researcher and the participants under study are both involved and interact with each other to apprehend reality.

Epistemology, also known as knowledge, is “the researcher’s view regarding what constitutes acceptable knowledge in a field study” (Saunders et al., 2009, p.112). This statement has been agreed to by Burrell and Morgan (1979) that epistemology has to do with assumptions about whether knowledge can be acquired or whether it has to be experienced by the researcher. In other words, it is about the assumptions behind the approaches that can be used in understanding the social world. The epistemological assumptions are categorised into two: anti-positivism (interpretivism) and positivism (Burrell & Morgan, 1979).

Positivists believe that valid knowledge is when it can be observed and measured (Collis & Hussey, 2013). Positivism may start in research with developed hypotheses which are tested and the process is continuous (Burrell & Morgan, 1979). Positivists usually use quantitative data to present numerical analysis (Saunders, et al., 2009). In contrast, interpretivists believe that there is only one way to understand the social world; it is only from the viewpoint of the researcher and the participants who are directly involved in the particular studies (Burrell & Morgan, 1979). Hence, “All knowledge is unique to the person and can only be studied from each individual’s viewpoint” (Burrell & Morgan, 1979, p.5).

Research conducted under interpretivism will often result with massive numbers of thick, rich data and with several tiers of meaning. These results may often create issues for the researchers

during the data analysis process as they may be overwhelmed with the data and it will not be easy to “determine external information from what they themselves have contributed” (Miles & Huberman, 1994, p.8). Hence, under interpretivism, the selection of appropriate instruments for data collection and analysis is a must (Ibid). The nature of the study particularly the research problems and the research objectives influence the appropriate adopted research paradigm and philosophy (Collis & Hussey, 2013).

The interpretive study is considered the most suitable paradigm for this study for the following reasons.

First, the study investigates institutionalisation processes of CSR adoption in Malaysian public universities. This study attempts to explore complex issues of what drives universities to adopt CSR, how the university context influences the adoption and what practices they adopt (for details see CSR framework).

Second, the interpretivist assumption that the viewpoint of participants is crucial to gain insightful understanding of the subject under investigation is suited with this study. This study collects rich data that capture the participants’ viewpoints, knowledge and experiences in understanding the institutionalisation of CSR processes in the universities. The participants can adequately explain “how” and “why” these universities and participants respond to changes in this complex issue.

And third, little empirical evidence was found in the literature with regard to examining the institutionalisation of CSR processes (Lee & Carroll, 2011) particularly in universities in developing

countries (Gomez, 2014; Nejati, et al., 2011) such as in Malaysia through an interpretivist lens. Insightful understandings of the institutionalisation of CSR lack the depth that a qualitative and interpretative study can provide (Lockett, Moon & Visser, 2006). There is little work examining the institutionalisation of CSR (Lee & Carroll, 2011).

CSR development in the Malaysian public sector appears to be in an early stage of institutionalisation (Amran & Devi, 2008; Nejati & Amran; 2009; Yam, 2013), particularly in the Malaysian university sector. This study will apply institutional theory and there are limited studies applying this theory to explaining the CSR phenomena in Malaysia (Amran & Devi, 2007). CSR research in higher education institutions and universities tends to focus on one specific aspect of CSR: the relationship between CSR and the academic curriculum (Matten & Moon, 2004; Mehta, 2011; Nicolescu, 2006); CSR and students' understandings (Ahmad, 2012), CSR and universities' commitment (Nejati et al., 2011), for some example. This tendency to explore one aspect of CSR in isolation has resulted in a lack of understanding of what comprehensively constitutes CSR in universities. In order to address this gap, a broadly qualitative approach was deemed suitable for an exploratory study where little knowledge is available on the concept or phenomena being researched (Blum & Muirhead, 2005; Creswell, 2009; Morse, 1991).

Stemming from these points, it is argued that an interpretivist study is most feasible and relevant to reach the objectives of this study. A study of this nature would be made stronger by taking an interpretivist approach. The next section in this chapter leverages off these fundamental research assumptions to provide the approach to employing a case study design.

3.3 Research Design - A Case Study Approach

According to Saunders et al., (2009), research design is a general plan on how to achieve the research aims. The researcher's stance on the epistemological assumptions will influence the choice of the research design such as the techniques for collecting data (Bryman & Bell, 2011, p.32).

This study employs a qualitative approach and uses multiple case studies. Several advantages of employing a qualitative approach in this study can highlighted. Richards and Morse (2007) suggest that the qualitative approach "seeks understandings of data that are complex and can be approached only in context" (p.47). Multiple sources of evidence, such as primary data (interviews), and secondary data (documents analysis) are essential to providing rich and extensive data for obtaining clear results (Saunders et al., 2009). This further strengthens the robustness of a qualitative approach for this study. Bryman (1984) argues that this approach is suitable to lead to new or unexpected findings especially in complex environments and will also provide a better understanding of the processes.

In this approach the researcher is required to conduct the research in the actual field. This allows the researcher to be familiar with the participants and to obtain detailed information (Rossman & Rallis, 1998). In this study, a good relationship with the participants is important to get an insight into the institutionalisation of CSR. The case study design has seen an increased acceptance amongst CSR scholars (Ramasamy & Ting, 2004). Most studies on CSR have been qualitative studies particularly those which have investigated CSR in higher education (See Amiri

et al.,2015; Atakan & Eker, 2007; Dahan & Senol, 2012; Dima, et al., 2013; Ezekiel et al., 2013; Lee & Carroll, 2014; Nejati et al., 2011; Othman & Othman, 2014).

One of the most cited writers on case study research is Yin. Yin (2009) states that the strength of the case study design relies on a detailed description and analysis of a real-life phenomenon when researchers have “no control over behavioural events” (p.1). Yin added that a case study “tries to illuminate a decision or set of decisions such as why they were taken, how they were implemented, and with what result” (p.17).

The researcher then considers whether to choose a single case study or multiple case studies. Although Yin does provide a rationale for the use of a single study – such as when the case study is unique – at the same time, Yin (2009) opines that multiple case studies are generally preferable (Yin, 2009). This is because “analytic conclusions independently arising from two or more cases is “more powerful than those coming from a single case alone” (p.61). Therefore, the robustness and strength of the research finding increases (Ibid). Miles et al., (2014) argue that the use of multiple case studies may be preferred as compared to single-case studies because “multiple cases offer the researcher an even deeper understanding of the processes and outcomes of cases, the chance to test (not just develop) hypotheses, and a good picture of locally grounded causation” (Miles et al., 2014).

For this study, a multiple-case study is employed. Multiple case studies offer an opportunity to investigate the real life phenomenon of the institutionalisation of CSR in public universities in Malaysia and focus on “why” and “how” questions. In other words, multiple case studies offer

the researcher a deeper understanding to develop valuable discoveries of the institutionalisation of CSR in Malaysian public universities. This approach is in line with other studies that investigated the institutionalisation of various practices, such as those by den Bakker et al., (2007), Lee and Carroll (2011) and; Mogeles and Troop (2010).

A review of the literature shows that opinions on the most appropriate numbers of case studies vary greatly. Eisenhardt (1989, p.545) suggests that between 4 and 10 cases “usually works well”. Miles et al., (2014) argue that cases must be five cases as a minimum for a multiple case study to obtain rich in-depth data for the phenomena being studied. Patton (1990) states that there is no rule for determining an appropriate number of cases; what is more important is that the selected cases present a rich pool of data, and that researchers are capable of analysing the data as opposed to the sample size (Ibid). This fits more appropriately with interpretivist and qualitative type reasoning. The discussion of the case study approach and the selection process for cases are presented in Section 3.6.

3.4 Preliminary Stage - Pilot Study

This research employed a pilot study. A pilot study is also known as a feasibility study (Given, 2018). The feasibility study is conducted to test whether the full study is achievable (Given, 2008; Saunders et al., 2009) and may affect the success of the study (Given, 2008). The pilot/feasibility study was conducted in April and May, 2015. The researcher collected and analysed preliminary data to seek evidence on what CSR activities had been adopted and how they evolved in

Malaysian public universities. The data collected for the pilot study came from university annual reports and telephone interviews.

The university annual reports for the years 2012 and 2013 (annual reports for 2014 had not been issued) from 13 universities were obtained and analysed. The findings revealed that the universities indeed engaged in CSR activities and reported their CSR practices in their annual reports. Further, the majority of the universities had set up University Community Transformation Centres (UCTC). This is consistent with the decision by the MOHE in 2014 that all universities were required to set up UCTC in order to foster a relationship between each university and the community.

The researcher further contacted the National Blue Ocean Strategy Division which confirmed that the MOHE required all public universities to establish a UCTC and to date, 18 universities have established their own UCTCs. This division had been set up to support the CSR activities in public universities particularly in financial resources. The CSR reporting in annual reports and the establishment of UCTCs seemed to indicate the presence of an institutionalisation process and that CSR had gained a significant position in Malaysian public universities.

Subsequently, pilot interviews were carried out in one of the selected case studies. A total number of six participants agreed to be interviewed. Three participants were post-doctoral students and three participants were middle management employees in a particular university. The interviews were conducted in English and Bahasa Melayu (Malay language). The pilot interviews were crucial for two reasons. First, this exercise was undertaken to test the interview

protocols with the participants and therefore offered an opportunity for some adjustment (Given, 2008). Gray (2004) suggests the literature can be employed for preparing interview protocols but as a result of pilot study exercises, questions can be changed to capture real issues that need real solutions. Second, pilot interviews can help to ensure a smooth process for substantive interviews to take place afterwards (Given, 2008). Several changes were made - the pilot test was crucial for this study.

Pilot interviews were conducted five days prior to the start of the substantive interviews. The interview protocols were prepared earlier. Because of this, the changes were only made based on the comments received from participants and in consultation with supervisors. Straightforward wordings were employed, particularly for interview protocols in Bahasa Melayu. The questions were reduced in number and the length of each question also condensed. These amendments did not affect the main objectives of this study. As a result, the pilot study helped to formulate and develop an improved version of the interview protocol and as such, questions became more relevant to the study. The researcher found these pilot interviews were very useful for self-confidence and for increasing the confidence of the interviewees.

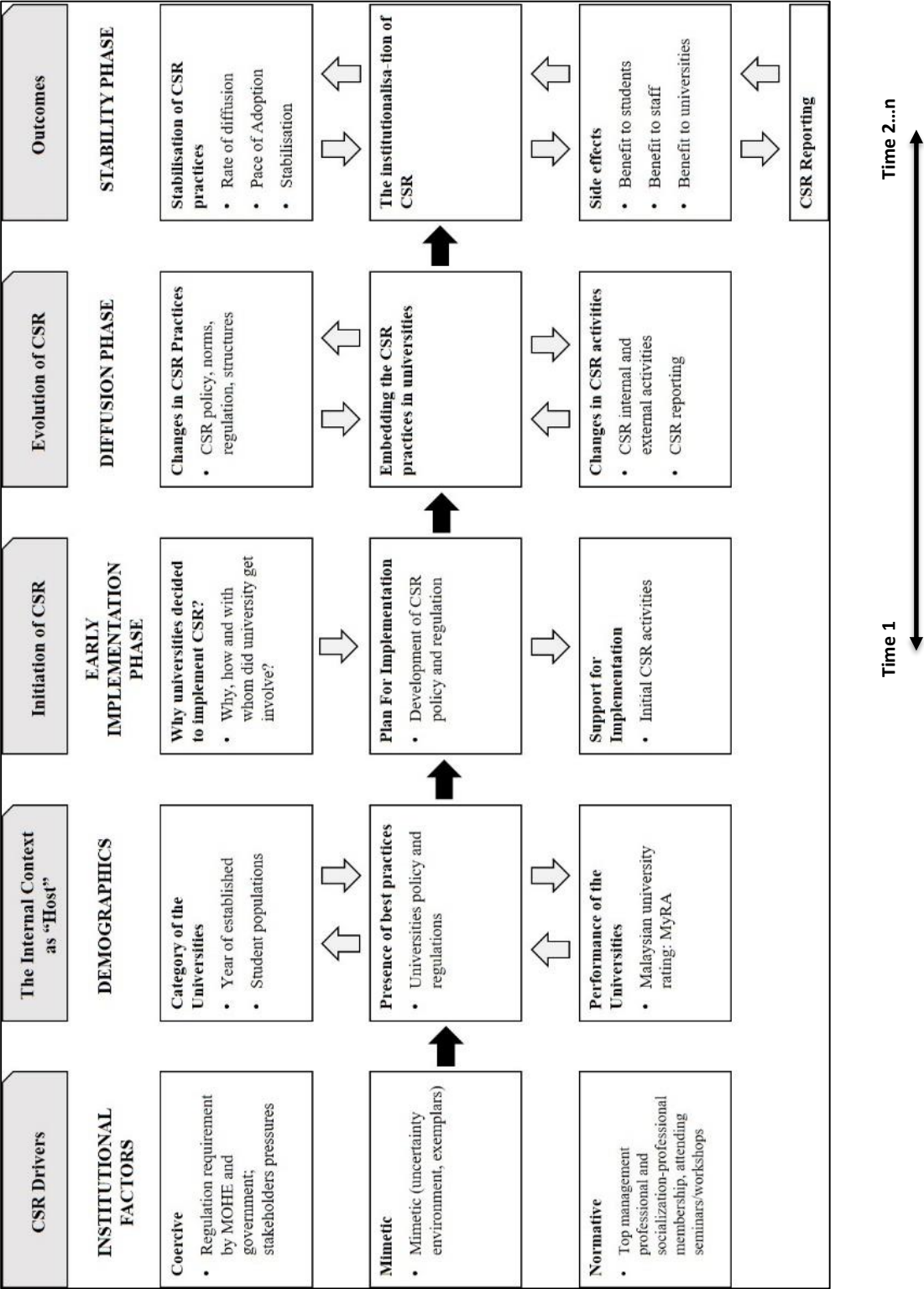
3.5 Conceptual Framework for the Study

A conceptual framework is a common approach for qualitative researchers to describe the relationship between variables, to formalize the data collection strategy and to analyse the data from the study (Atonenko, 2014; Given, 2008; Miles et al., 2014). The conceptual framework helps researchers to identify what are the important variables, the significant relationship and

finally the data to be collected and analysed (Miles et al., 2014). This section of the thesis describes the CSR conceptual framework (hereafter referred to it as the CSR framework). Figure 3 details the conceptual framework. The framework has been drawn to serve as a tentative theory and to serve as an analytical lens for the study.

The framework consists of five dimensions: (1) CSR Drivers, (2) The Internal Context as “host”, (3) Initiation of CSR, (4) Evolution of CSR, and (5) Outcomes. The CSR framework describes each dimension in detail and also shows the links amongst the variables. The three dimensions of “Adoption”, “Evolution” and “Outcome” are considered as temporal and therefore the framework proposes to investigate these dimensions over time. The CSR framework is presented in Figure 3. The following sections describe each dimension in detail. The CSR framework also served as a basis for the data collection protocol (see details in Appendix 3).

Figure 3: CSR Framework



3.5.1 CSR Drivers

Understanding the drivers of adoption is often considered key in CSR related studies and in particular in studies into institutionalisation (Lu & Castka, 2009). The landmark papers of Meyer and Rowan (1977, 1991) and Di Maggio and Powell (1983, 1991) conceptualize the coercive, mimetic and normative forces. These were detailed earlier in Chapter 2. Many papers have followed the footpath of institutional theory - considered to be an effective approach to understand organisations (Hasse & Krücken, 2008; Lammers, 2011). Amran and Devi (2007) suggest that the institutionalisation of CSR is indeed influenced by normative, coercive, and cognitive pressures and recommend this approach especially for public and the non-profit sector. There are some similarities between these constructs and the ones operationalised in this study.

Coercive, mimetic and normative pressures are embedded in every context, shaping and reinforcing social routines in organisations (Zucker, 1977, 1991). Institutional theory proposes that organisations adopt forms and policies that are in line with expectations that are considered legitimate in their environment (Meyer & Rowan, 1977; Di Maggio & Powell, 1983). For this reason, organisations will respond to these pressures in order to appear legitimate (Deepphouse, 1996; Di Maggio & Powell, 1983), given that organisations are social institutions that need legitimacy in order to survive and develop (Johansen & Nielsen, 2012; Palazzo & Scherer, 2006). In this study, a particular consideration is given to the institutional forces especially because of the coercive pressure that universities face from government, as outlined in Chapter 2. At the same time, it is also recognised that some organisations do not necessarily seek legitimacy and can be proactive in the institutionalisation process (see for instance Castka & Balzarova, 2017).

3.5.2 The Internal Context as “Host”

Apart from understanding the CSR drivers, it is also important to comprehend the internal context of an organisation (Meyer & Rowan, 1977). Internal context refers to anything within the organisation that affects the operation of the organisation as it attempts to achieve its objectives (Pojasek, 2013). An example of internal context are governance and management structures, existing policies and objectives, resources, cultures, decision making processes and operating models adopted by organisations (Cherunilam, 2010). The organisation’s decisions and strategies are influenced by this context and therefore, affect an organisation’s success and survival (Cherunilam, 2010; Pojasek, 2013).

In the case of universities, internal context refers to the operations of the universities just as explained above. The CSR framework scrutinizes the internal context in terms of demographics; the presence of best practices; the maturity of the universities’ practices, policies and regulations; and the research performance of the universities. In general, the approach is to understand how the universities operate and consequently, how the operation and contextual variables impact the institutionalisation of CSR.

3.5.3 Initiation of CSR; Evolution of CSR

The conceptual framework focuses on the entire process of CSR adoption: starting from initiation and later focusing on the evolution of CSR. This covers two temporal aspects. The literature suggest that it is important to understand how the decision is framed as well as how an

organisation proceeds with the adoption because both affect the outcomes (Mintzberg, Raisinghani & Théorêt, 1976; Nutt, 1993).

The early implementation phase encompasses all decisions related to implementation: why universities decide to adopt and how the adoption was planned? This early phase is also closely related with the CSR drivers; e.g. the institutional forces that influence the adoption of CSR. In the case of CSR in universities in Malaysia, it is mainly related to the pressure from MOHE. In response to this pressure, universities decide on the adoption and its plan. Furthermore, it is assumed that universities also decide on how to proceed with the adoption (labelled as the diffusion phase in Figure 3). The literature suggest that the adoption should be measured by investigating the degree of stability and the degree of pace (Lawrence & Robinson, 2008; Lawrence et al., 2001). The details are further discussed in Section 3.7.

3.5.4 Outcomes

Finally, the framework assumes that the transformation produces distinct outcomes that lead to benefits and an increased level of quality of reporting. The details on outcomes and how the outcomes are measured are provided in Section 3.7.3. In the study itself, the outcomes are explained using the segments from the framework. This is described in detail in Section 3.7.

3.6. Research Enquiry

3.6.1 Selection of Case Study Organisations

Earlier, the thesis established that the case studies are based on public universities in Malaysia: currently there are twenty public universities (MOHE, 2014). To re-cap: public universities are divided into three categories: Research Universities (RUs), Comprehensive Universities (CUs) and Focused Universities (FUs). According to Ahmad, Farley and Soon (2014), this categorisation affects a core function of the universities especially in the development of research and teaching. RUs focus their operation on the enhancement of R&D to discover new knowledge and promote other research-based teaching and learning activities. In contrast, CUs and FUs deliver programmes at all levels and their core functions focus on teaching and learning excellence (MOHE, 2007). From the twenty public universities in Malaysia, six were selected for this study. The cases were selected based on purposive sampling. It is important for the multiple case study research design to identify the best sampling cases in order to understand the phenomenon under investigation (Creswell, 2009). The cases are selected to gain insightful knowledge and understanding on the given phenomena.

For the selection process, the achievement of every public university based on the universities rating system – the Malaysian Research Assessment System (MyRA) – was considered. In the MyRA system universities are assessed and divided into six levels: from one star to six stars. Ratings are from low to high achievement. Each of the chosen universities represents each category of the rating level that is from low, medium and high achievement. Two universities

were chosen to represent each of the low, medium and high categories as well as the RU, CU, FU categories, yielding a total of six case studies. By doing so, this allowed reasonable comparisons between each of the categories: universities and ratings.

3.6.2 Data Sources

Data for this study was gathered from several sources: semi structured interviews were conducted in six cases study organisations and a total of 28 respondents were interviewed. CSR reports were obtained from each university and a total of 27 reports were analysed. Data on research performance was obtained from MyRA – a total of 12 assessments were included in the study. Table 3 provides an overview of the case study organisations and the data sources for this study.

#	Establishment	University Type	Interviews	Documents analysis
		Population	(total interviews: 28)	(total annual reports: 27)
1	Established	Research University	4 interviews: 2 TM and 2 MM	University annual reports 2011-2015: Section in CSR reports.
		Medium		
2	Established	Research University	4 interviews: 2 TM and 2 MM	University annual reports 2011-2015: Section in CSR reports.
		Medium		
3	Moderately Established	Comprehensive University	5 interviews: 2 TM and 3 MM	University annual reports from 2011-2012. The university did not publish the reports in 2013-2015 (was verified by the university's representative).
		Medium		
4	Established	Comprehensive University	5 interviews: 2 TM and 3 MM	University Annual reports 2011-2015: Section in CSR reports.
		Large		
5	Recently Established	Focused University	6 interviews: 3 TM and 3 MM	University Annual reports 2011-2015: Section in CSR reports.
		Small		
6	Recently Established	Focused University	4 interviews: 2 TM and 2 MM	University Annual reports 2011-2015: Section in CSR reports.
		Small		

Table 3: Case Study Universities and Data Sources

Interviews are argued as being one of the most important sources of case study data (Creswell, 2009; Yin, 2009). It is also considered the most common and powerful technique for understanding people (Fontana & Frey, 2005). In this study, semi-structured interviews were conducted in order to gain valuable insights into the understanding of CSR in Malaysian Universities.

The study employed semi-structured interviews. A semi-structured interview is defined as “a context in which the interviewer has a series of questions that are in general form of an interview schedule but is able to vary the sequence questions” (Bryman & Bell, 2011, p.119). In line with the interpretivist approach, a semi-structured interview allows framing of the discussions in advance and permits participants to express their opinions and feelings openly (Richard & Morse, 2007). Further, a rich and complex data collection can be obtained (Bryman & Bell, 2011) and the understanding of the phenomenon under study can be increased (Creswell, 2009).

In managerial studies, there is growing recognition of interviewing as a method of data collection (see Amran & Nabiha, 2009; Jenkins, 2004; Worthington, Ram, Boyal & Shah, 2008). Many previous studies have applied semi-structured interviews in their research on CSR (see Dahan & Senol, 2012; Ezekiel et al., 2013; Rosnan & Aziz, 2012). Therefore, the selected semi-structured interviews is judged to be the most suitable in qualitative research inquiry in understanding the institutionalisation of CSR and are expected to provide the why and how answers for CSR institutionalisation in the context of Malaysian public universities. Taking these characteristics into consideration, semi-structured qualitative interviews were considered most appropriate for this study.

In this study, the twenty-eight semi-structured interviews were conducted with participants from two different levels of management: top management (TM) and middle management (MM). Table 3 also details this. The semi-structured interviews were conducted in late 2014 through to early 2015. The interviews were conducted at the premises of case study universities in Malaysia. Before each interview took place, permission to conduct interviews was obtained via email with

the public relations department at each university, followed by a permission letter (see Appendix 1) from the researcher. When the permission was obtained, the researcher personally contacted the potential participants to ask if they would like to be interviewed. At the same time, the “Participant Information Sheets” (see Appendix 2) were given to the potential participants for the purpose of getting the consent for the interview to be conducted. The appointment date of interviews was arranged after the consent was given by participants. A week before the actual interview session, the participants were contacted to confirm the time and date as suggested previously. The “Interview Protocol” (see Appendix 3) was sent to participants to give them an idea of what questions would be asked during the interview session.

The semi-structured interviews were carried out face-to-face with all twenty-eight participants. These interviews were conducted in English or in Malaysian national language, Bahasa Melayu, upon request by the participants. Before the interview began, the participants were briefed on the Participant Information Sheet which was given earlier and if they agreed, they had to sign a “Consent Form” (see Appendix 4). All the participants in this study are anonymous and identifying data has been kept confidential. The range of each interview session was 45 minutes to one and a half hours. Interviews were recorded with an audio recorder and fully transcribed in word documents. The transcriptions in Bahasa Melayu were translated into English for data analysis purposes. Translations from Malays were done by the researcher. Chapter 4 reports the analysis and findings of the study and in some instances, the retention of the respondents’ style of answering – i.e. their use of language – may appear clumsy in the English language.

With regard to accessibility to resources, the researcher has not encountered difficulties in accessing the case study organisations as she has worked with one of public university in Malaysia for fifteen years prior to carrying out this study. Thus, based on the knowledge and working experience, the researcher was aligned the language and culture of the respondents, as well as being trustworthy to the respondents. This is advantageous in establishing a rapport with the respondents.

According to Dawson (2002), the way a researcher asks questions and probes into a participant during the interview is crucial and the researcher must not influence the participant. Hence, throughout the interviews, the researcher was highly aware of the need to avoid giving own opinions that might have induced a bias. The researcher used carefully framed questions to probe more details and to stimulate sharing of information as such “can you clarify that?” or “when you say “.....”, “what do you mean?” Based on the researcher observation, most of participants were quite open and responsive during the interview. One of the reasons for this is that most of the respondents obtained a doctoral degree and therefore, had experience in conducting empirical research.

In addition to the data collected through semi-structured interviews, the researcher also drew on sources of secondary data. Documents and document analyses were used as secondary sources to assist in investigating the institutionalisation of CSR in Malaysian public universities. Document analysis is applied to existing written documents (Yin, 2009). It is a rich source of information since the data is independent from the research study and covers events and settings over a time (Ibid). He further added that documentary data could offer valuable information to

corroborate or contradict findings from interviews. With these advantages in mind, it is not surprising that the analysis of secondary sources is most appropriate in case studies (Yin, 2009) and is required to strengthen the possible findings (Miles et al., 2014).

For documents analysis, annual reports provide valuable insights into the CSR activities and approaches of universities (Barr, Stimpert & Huff, 1992; Gray, Kouhy & Lavers, 1995). More recently, Othman and Ameer (2010) suggested that the annual reports are widely used in a range of settings as it is more accessible to researchers. Thus, in CSR studies, the annual reports are considered as the best source to trace the development of CSR practices in organisations (den Hond et al., 2007) and has become a credible source for scholars in analysing the CSR (Alnajjar, 2000; Hossain & Reaz, 2007; Roslan & Roslan, 2014). Accordingly, university annual reports were considered to be important documents to be collected and analysed in this study as secondary sources. Findings were triangulated with semi-structured interviews as primary sources in this study. Twenty-seven annual reports from six public universities over a five-year period from 2011-2015 were collected and analysed.

In summary, this study utilised interviews as a primary data source and document analysis of university annual reports as a secondary data source to obtain data. These two data sources are deemed appropriate for this study as the study investigates a real life phenomenon that is the institutionalisation of CSR. It involves with the real life experiences the participants in their natural setting. Document analysis is important to support/reject the claims made by participants and further triangulate data for more relevant and accurate findings.

3.7. Variables – An Overview and Coding

This study employed content analysis. Content analysis is a text analysis approach (Weber, 1990). Further it is defined as a method for codifying the text (or content) into various categories (or groups) based on identified criteria (Milne & Adler, 1999; Weber, 1988). Content analysis is a flexible technique for analysing textual data (Hsieh & Shannon, 2005) as well as trends and patterns in documents (Prasad, 2008). It is also a useful technique for working with large volumes of data, interviews, and analysing documents, and it is especially useful for analysing longitudinal data (Given, 2008). Unerman (2000) argues that content analysis is the most appropriate method if the study focuses on only one or two documents such as the annual reports or the environmental reports.

In CSR research, content analysis is a technique commonly used in research studies especially to measure the CSR disclosure scores (Haniffa & Cooke, 2002; Jamil, Alwi & Mohamed, 2003; Nik Ahmad & Sulaiman, 2004; Said, Zainuddin & Haron, 2009; Yam, 2013). In fact, content analysis is a strategic tool to analyse evolutionary issues (Alcaniz, Hererrea & Alcamí, 2010), particularly the evolution of CSR (de Bakker et al., 2005, 2007; Lockett et al., 2006). Therefore, it is considered that content analysis is the appropriate technique tool to examine the interview transcripts as well as university annual reports and other data.

After the data collection was concluded, the researcher transcribed all notes and interviews. The researcher did not translate all the Malay transcriptions into English. Only few of the interviews were translated for the discussion purposes with the supervisory team in order to ensure the

data analysis procedure is agreed to the supervisory team. Thus, only quotations that were to be included in the findings and discussion chapters were translated into English. The data was available in MS Word documents and PDF files. Next, the data was coded in NVivo software. This section provides an overview of the variables and how the variables were coded. A detailed account of the coding is also provided in the Appendices. Finally, this section provides details on the assessment of inter-rater agreement. The following variables stem from the CSR framework that was previously presented in section 3.5.

3.7.1 Demographical and Contextual of Variables

Year established. The cases are assigned into one of the three groups: established (established in 70's or earlier), moderately established (between late 70's and up to 2000), recently established (established on or after year 2000). Table 3 also shows this and other information in this section. The exact year of establishment is omitted for confidentiality reasons (it would be easy to identify case study organisations if the year of establishment is disclosed). *Student population* is determined as high, medium and low (high = more than 20,000; medium 10,000-3,000; small = less than 3,000). The data is based on year 2014 and is sourced from MOHE (2015). Again, *university category* refers to types that are defined by Malaysian Government; the categories consist of Research University, Comprehensive University and Focused University. *Research Performance* data are obtained from Malaysian Research Assessment (MyRA). The data is available for 2011 and 2014.

3.7.2 Variables Related to CSR Practices, Activities and Implementation

The variable *Maturity of CSR practices* is determined from two components. *CSR management practices* refer to way each case study organisations approaches management of CSR. The CSR management practices include a set of practices namely; if there is a systematic and structured management system in place, maturity level of CSR related policies, if CSR is an integral part of university's objectives, where a university has a clear set of KPIs, whether the university measures impact of the CSR, level of staff involvement and level of commitment of senior management. All these aspects are assessed as high (meaning a strong focus on that particular CSR management practice), medium (less clear focus) and low (vague or unfocused). Appendix 6 provides the details of each individual CSR management practice and the overall assessment for each case study organisation.

CSR activities refer to a portfolio of activities that each case study organisation pursues. The activities include community based-research, community & industry based engagement, collaboration with other universities, knowledge transfer programmes, presence of CSR in the curriculum, focus on impactful activities, level of CSR publishing activities and level of student and community services. The assessment (coding) was approached in the same way as previously described coding of CSR management practices (see Appendix 6).

The variable *Maturity of CSR Practices and Activities* is determined as high/medium or low based on both CSR Management Practices and CSR Activities components. The score is high/medium/low and is relative to score of other case study organisations. The data on practices

were collected through the interviews with the participants and details were verified in CSR reports. Question “What kind of CSR policy, regulation, norms and structures have been carried out in your university throughout the last 5 years?” was asked to start the discussion with further probing to understand CSR management practices and CSR activities.

The approach to CSR implementation is determined by two variables. Both variables have been drawn from Lawrence et al., (2001) who assert that the central factor in supporting the stability of institutionalisation process “is the set of power relations”. The two modes of power are referred to as episodic power and systemic power (Lawrence et al., 2001; Lawrence & Robinson, 2007; Lawrence, 2008, Lawrence, Malhotra & Morris, 2012). In this study (and consistent with the work of Lawrence et al., 2001), *Degree of pace* evaluates the approach to implementation of CSR. The cases are categorised as slow (meaning reliance on negotiation with the target of power – which slows the process) and fast (meaning that the implementation does not rely on negotiation with the target hence leading to rapid change).

The *Degree of stability* describes the centrality of CSR in running of a case study university; low (requires continuously repeated application of power to sustain an institution) and high (is embedded in routinized systems that do not require repeated activation). All definitions are taken from Lawrence et al., (2001). The data was collected through interviews. The probing question “How the university accomplished its CSR?” was followed up by probing questions to assess the levels of pace and stability.

The *Initial Driver to CSR* variable refers to case's involvement with the institutionalisation process. The cases are classified as Leading and Following. Leading refers to cases where the case study organisation was directly involved in the determination of the CSR institutionalisation process; Followers refers to cases that were not active in the process. The data was collected through interviews. The opening question ("What are the driving factors for university to engage in CSR practices?") were asked and this was followed by probing questions to understand to what extent the organisation was involved in the CSR institution process at the country level.

3.7.3 Variables Related to CSR Outcomes

Benefits are measured by increased employability and increased university image and reputation. The overall benefit is based on these two measures and is determined as high, medium and low relative to other case study organisations. The data was collected through interviews document search. The opening question ("Do you think the implementation of CSR has benefited the university and why?") was followed up by probing questions and investigation of the evidence provided in the annual reports.

Quality of CSR reporting is based on the evaluation of CSR reports of each university between 2011-2015. The criteria include ("Does the report provide details on CSR practices as policies?"; "Does the CSR report state mission and values statements of CSR?"; "Does the CSR report provide systematic data or just anecdotes (stories)?"; "Does the CSR reports provide summaries of key facts and figures?"; "Does the university report the CSR data in a comparable format?"; "Does the report present the future goals as well as past practices?"; "Does the report include bad news

as well as good news?”; “After reading the report, how would I rank the CSR at this university?”).

The criteria are based on the study by the Centre for Corporate Citizenship (2010) and the details are listed in Appendix 5.

The CSR reporting in twenty-seven university annual reports were coded by the researcher. A five-point Likert scale is used. A five point scales is easy to use and higher reliable scales as compared to six and seven point scales (Chang, 1994; Saunders et al., 2012). A scoring scale is coded as follows: 1 = poor, 2 = fair, 3 = good, 4 = very good, and 5 = excellent. The coding was performed across the characteristics (as listed in Appendix 5).

3.7.4. Assessing Reliability of Coding

Reliability refers to the degrees of the consistency of the variable through multiple measurements (Milne & Adler, 1999). According to Collis and Hussey (2013), reliability refers to the demonstration that the coding can be repeated with a similar result. The reliable data consequently leads to the rigor in interpretations and findings (Creswell, 2009). In this study, the reliability is determined based on inter-rater agreement (Burnard, Gill, Stewart, Treasure & Chadwick, 2008). This method is utilized to confirm the data gathered is reliable and without significant bias (Burnard et al., 2008; Deegan & Gordon, 1996).

In this study, the inter-rater agreement was scrutinized by measuring consistency in rating of multiple coders. The coding of the quality of reporting is used as example to demonstrate the approach to coding. The details and data of this exercise are presented in Appendix 7.

The quality of CSR reporting in universities' annual reports was coded by the researcher and second independent rater (furthermore referred to as "rater"). This person had reasonable knowledge of CSR. Before the coding started, the researcher explained to the rater the coding procedures. Copies of universities' annual reports were provided to the rater. The sample of CSR reports from 3 universities' annual reports were reviewed. Each university represented one category of the university (Research University; Comprehensive University; Focused University). 5 years of annual reports started from the year 2011 to 2015 were assessed and the results were compared. Afterwards, the individual results were compared and measures of agreement were calculated. The differences in the results were discussed to identify the reasons for these differences.

Table 4 presents the results of reliability measures from University 2. Only one university is discussed as an example of the reliability processes in this study. However, the same reliability exercises were conducted for another two samples of CSR reporting from two university annual reports. The results are shown in Appendix 7.

In general, the results provide evidence of high degree of agreement between the two coders and consequently a high degree of reliability in quality measurement procedures. To check the inter-rater reliability of the agreement ratings, the percentage agreements were used. This method is commonly used to measure of inter-rater reliability (Jones, Johnson, Butler & Main, 1983).

The agreement of rating scores (University 2)															
Years	2011			2012			2013			2014			2015		
Charact./Raters	A	B	Agreement	A	B	Agreement	A	B	Agreement	A	B	Agreement	A	B	Agreement
PPOLs	2	2	1	3	3	1	4	4	1	4	4	1	4	4	1
MVALs	3	3	1	4	3	0	4	3	0	4	4	1	4	4	1
WDATs	3	2	0	4	4	1	4	3	0	4	4	1	5	5	1
FFACs	2	3	0	3	3	1	4	4	1	5	4	0	5	5	1
COMPs	1	1	1	1	1	1	1	1	1	3	3	1	1	1	1
PPFGs	2	2	1	2	2	1	2	2	1	3	3	1	3	2	0
PROBs	1	1	1	1	1	1	1	1	1	2	2	1	1	1	1
RATGs	2	2	1	3	3	1	3	3	1	4	4	1	5	4	1
Match	6			7			6			7			7		
Total	8			8			8			8			8		
IRR	75%			88%			75%			88%			88%		
Average percentage 93%															
Rater A: The Researcher Rater B: The second Rater Degree of Agreement: 1= Agreed 0=Not Agreed															

Table 4: Interrater Agreement – Quality of CSR Reporting (Example from U2)

Table 4 indicates a high degree of percentage agreement. The results in 2011 reveal that 6 of the variables have perfect agreements except for WDATs and FACTS variables. Such differences were discussed between the two raters and the discussion revealed that the main reasons for the differences are that the interpretation of these two variables was different. The main difference occurred as the deeper knowledge of the researcher about the CSR reporting accounted for such differences. During the discussions, the second rater was trained to ensure consistency in future coding exercises. The level of agreement matches the levels of agreement that is commonly referred in the literature. For instance, Miles and Huberman (1994) refer to 80% agreement as reasonable.

3.8. Approach to Data Analysis

The data analysis process follows the suggestions from Miles et al., (2014). Miles et al., (2014) propose that the process of data analysis is described by a concurrent flow of activities: (1) data condensation, (2) data display, and (3) conclusion drawing/verification. This is shown graphically

in Miles et al., (2014) who present the components of data analysis in an interactive model (see Figure 4).

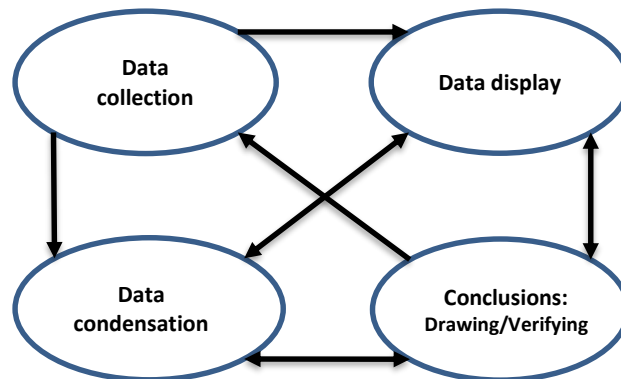


Figure 4: Interactive Model (Miles et al., 2014)

According to Miles et al., (2014), data condensation involves selecting, focusing, abstracting, and/or transforming the data to complete texts of interview transcripts, written up field notes and documents.

Such interaction was employed at two different levels: (1) within-case analysis and (2) cross-case analysis. The within case analysis involved coding of the set of variables that were presented in Section 3.7. It should be noted that the final set of variables emerged as part of this process: despite having the conceptual framework at the beginning, the variables were fine-tuned based on the coding of the data during the within-case analysis. This approach is also reflective of the underlying logic of the interactive model (Miles et al., 2014). The outcome of this stage of the study was coding of the variables in each case study organisation.

Next, the researcher started to compare the cases and to explain the interrelationships amongst variables in the cross-case analysis. The analysis started with meta-matrices (presented in Section

4 of the thesis). These tables show the relationship between variables and outcomes. Based on the findings from these tables, the researcher went back to data to verify the relationships and to seek further explanations. As a result of this exercise, a set of propositions were formulated. Again the results are presented in Section 4. After this analysis of relationships based on meta-matrices was finished, a configurational approach was employed to investigate if the outcomes can be explained by various combinations of variables. The fsQCA software was utilized for this analysis (Ragin, 2008, 2009). The fsQCA software allows us to model the outcomes and to propose a set of pathways to an outcome. In line with the suggestion of Ragin (2008), the cut-off point for consistency was set to 80% and only the models above this threshold are presented.

3.9 Ethical Considerations

Ethics is defined as “the moral values or principles that form the basis of a code of conduct” (Collis & Hussey, 2014). Throughout this study, the researcher remained mindful of a series of ethical considerations. Ethical considerations are of utmost importance for researchers when conducting a study. Bryman (2008) proposed four principal areas of ethical concern: harm to participants, lack of informed consent, respect for privacy, and harm to researchers and the research community alike. Hence, this study ensured that the principle of no harm was and will be observed.

Before proceeding with data collections the researcher took several steps to ensure the highest standards were maintained throughout the study. First permissions to carry out the study were finalised with the University of Canterbury’s Human Ethics Committee (HEC). The Human Ethics

Committee – Student Application form was submitted to the HEC for reviewing and approval. This was to ensure that the researcher conducted their work appropriately, with regard to ethical principles and cultural values. The permission to conduct the study by HED is presented in Appendix 8. Before the interview started, the participants would sign the consent form that to ensure the confidentiality and the right to withdraw from the study project at any stage, should they change their mind. The data obtained is strictly confidential and solely for academic purposes.

3.10 Chapter Conclusion

This chapter has presented the overall research methodology applied in this study. This study adopts ideas from the interpretivist paradigm underpinned by ontological assumptions that reality is largely socially constructed. This idea has influenced the researcher's perspective and philosophy on the selection of the research methodology adopted in this study. To investigate the real-life phenomenon of the institutionalisation of CSR processes, a qualitative approach is employed and multiple-case studies are selected. Six case studies of public universities are examined and the data were gathered from several sources: semi-structured interviews; CSR reports were obtained for 5 years from 2011-2015 from each university; and the data on research performance was gathered from MyRA. Finally, the data collected from this study were analysed using the content analysis techniques as suggested by Miles et al., (2014) and next, the configurational analysis employing fsQCA software was utilised.

This chapter has established the methodology used in this study and Chapter 5 presents the analysis and results derived from all sources of evidence gathered in this study.

Chapter Four

Analysis and Results

4.1 Introduction

The study aims to empirically examine the institutionalisation of CSR in Malaysian universities. Institutionalisation is scrutinized through internal lenses and the study maps the “what” and “how” in six case study universities. In this section the findings are presented. First, the *within-case analysis* is reported. In this analysis, each of the case study universities is scrutinized. At this stage of the analysis, the focus is on the general description of key patterns and on portraying the story of CSR institutionalisation in each of the cases. Second, the analysis shifts to the *cross-case analysis*. This section of the thesis focuses on the identification of key patterns in the data and provides a set of propositions about the CSR institutionalisation process.

4.2 Within-Case Analysis

In this section the data is analysed to understand key patterns that explain CSR institutionalisation in each of the cases. To present each case, the CSR framework (Figure 3) is used. Each case study description portrays what managerial practices and activities took place in the implementation and diffusion phases and outcomes.

4.2.1 University One

This university is an entrenched research university in Malaysia having been established around the 70's and is focussed on the transfer of expert knowledge. During the first 30-40 years, University One was considered to be in the initiation stage of CSR institutionalisation. As revealed by respondents, CSR was established in University One at the inception of the university, roughly 50 years ago. When CSR was first established it was not a primary consideration of the university's senior management team. CSR at this university was mostly carried out by students acting on their own accord and in part under the influence of university professors, etc. CSR was a part of students' programmes and various CSR initiatives were conducted by students under student societies or clubs. The Students Affairs Department at this university was assigned to oversee and record the CSR activities. This was apparent in comments from respondents 1 and 2 (R1, R2) at this case study university (C1):

“...all of these types of community activities have always been carried out through student affairs where student development emphasises community service or student service. It's a service to the community by the students either through volunteerism or through student societies or clubs and so on. So, our University have this student service since the beginning and continue to have this.” (R1, C1)

“We have been involved with CSR since the beginning, since our establishment in 1970's. CSR has been carried out by the students since a long time ago and of course the students did the activities with the support and encouragement of the university. In my opinion, the university's stand on CSR is shown by the students' CSR activities. For academics, they carry out on teaching and research into the needs of society.” (R2, C1)

Operationalised by students, CSR activities were focused on community services activities such as painting orphanages, charity sales and cleaning old people's homes. The activities were conducted on a short-term basis. Funding came from a student activities fund, student fundraising activities, and donations from companies and from initiatives where students would work together with companies. At the same time, the university's management team started an endowment dedicated to CSR activities but it was not done intensively. There was no special budget allocated for CSR.

In addition, staff involvement in CSR was low. Staff were involved with CSR independently and as a part of their research work initially. This was because the roles of the lecturers were focused on teaching and research only and there was little space for other activities which might have been considered extra-curricular. Furthermore, departments would work in silos, having their own work programmes without collaborating with other departments. As such, there was no systematic structure in place at this stage to monitor the programmes. Therefore, the impact of the programmes was low. One respondent for instance commented:

“Previously we worked more in silos, individually without collaborating with others under the same PTJ. For example, every faculty such as the medical, social science faculties and other institutes, each had their own program with the indigenous groups”
(R3, C1)

The early 2000s saw strong government intervention promoting CSR in Malaysia and University One was a quick responder. CSR had been prioritised by the university's top management and recently evolved into the next level that I refer to as the evolution stage of CSR. The university's top management team is well aware of the importance of CSR. Respondents at University One explained

the change from the initiation stage (implementation phase) to the evolution (diffusion phase).

Three observations suggest this.

First, the pressures from external stakeholders outside the university sector (particularly from the government and industry) motivated the university to develop their CSR practises. Second, the university developed its CSR policies and practises as a set off best practices to form part of its internal operational strategy. Third, there have been professional pressures from other universities (within the university sector) to adopt and develop CSR practises. As such, the assessment can be made that University One has moved from the initiation to the evolution stage. Below, the changes that took place in terms of the CSR practises are described.

The first change concerns the creation of formal internal structures. One of the changes for University One has been the establishment of the new portfolio at the level of Deputy Vice Chancellor (DVC). The DVC portfolio/position has the responsibility to oversee the industrial linkages and community linkages in more specific and systematic ways. Under this portfolio a new division– the University Community Transformation Centre (UCTC) – was established and has been led by a director which sits directly under the DVC position. The function of this centre is to organise and monitor all the CSR activities in the university. These changes (the establishment of the DVC, centre) were required by the Ministry of Higher Education (MOHE) in order to systemize the process of CSR across the university sector. This is one of the driving factors for the university to execute better CSR and constitutes part of the practises which take place in the evolution stage.

“The government elected a DVC for Community Engagement Network in 2009-2012. This represents the government's commitment towards this because each DVC will have a department under them. We also have UCTC, Industry Engagement Office and also Community Engagement Office. So the structure has been put in place over the last few years.” (R2, C1)

“Besides what I've mentioned just now about the structure being more systematic, we also have a new deputy vice chancellor or director role. KPT (MOHE) has also encouraged us for instance to start UCTC. So we see more progress and development from previously and it started in 2006.” (R1, C1)

The second change has to do with staff engagement initiated by management. Staff members have focused on transferring the knowledge of their institutions to the community and industry in practises relating to CSR. This involved the dissemination of research findings through a specific programme: The Knowledge Transfer Program (KTP). Projects for the KTP at University One have been based on the university's niche areas and individual niche research area. Staff with expert knowledge have used their knowledge and expertise to manage these projects. University One has collaborated with other universities, communities, government bodies and organisations in other industries in order to share their research knowledge:

“We have allocations for the community-based research from existing funds such as the research funds, and also from projects initiated by KPT such as the Knowledge Transfer Program (KTP). KTP is all about the transfer of existing knowledge and research

knowledge to the community, but it must follow one of our thematic niches. We've organised it in this way." (R1, C1)

"For example, the community benefits when University U1 did the solar panel project in a rural village to enable them get electricity supply in Kalimantan, near the (Malaysian-Indonesian) border. They have no choice and so they use the solar panel that we proposed. Then, the other day, one of the lecturers demonstrated the process of how to dry fish by using a certain technology we have here to enhance the dried fish industry in the community. These are some of the transfer knowledge projects that have been carried out." (R3, C2)

The third change has to do with cross-university collaboration. University One's collaboration has been important for the universities to learn from each other and share the best practices for CSR through KTP in particular. The impacts of the projects on the community or industry are the priority. A long-term strategy has been emphasized rather than short-term individual projects. The KTP initiative has received a special fund from MOHE (external fund) and the university's (internal fund). MOHE has provided long-term and short-term grants for the university to support the projects associated with the strategy.

"The universities can learn from each other. Each university has its own strength and success stories that can be shared with its peers. I think this is good practice, not for competing with each other or being stingy with knowledge, but to complement each other and to do cross-sharing and cooperation or collaboration. For example, if we have activities in Pahang (name of state), then we can collaborate with University in Pahang.

If in Johor (name of state), then (we work) with university in Johor. This is what we are doing currently, collaboration.” (R1. C3)

“The university supports the projects by providing grants. Before this, the University Industry and Community Network gave out the community and industry engagement grants. All these things are put in place to encourage more people to get involved. In addition, now MOHE also provides internal grants and even outsource grants. So, these are all the mechanisms to encourage more community and industry engagement projects.” (R1, C3)

“We collaborate with other universities. The expertise is not ours alone. If for CSR its more inter-university, research is more inter-faculty especially for the public universities. We have networks with other universities. Collaboration continues. We develop together. We do not work in silos, individually, separately but we work together. It is not just for CSR but also for research. I see this as a positive thing. So that society sees the public universities are doing something for them.” (R4, C1)

The fourth change has to do with staff involvement in CSR. This has been acknowledged by the top management at University One and it is one of the components of staff’ yearly performance assessments. About 5 to 10 percent of staff performance is focussed on the CSR element. In addition, one of the promotion criteria for staff is CSR involvement: at University One, staff members are required to have CSR activities as part of the requirements to get a promotion. Furthermore, the university has provided a yearly award for staff who reach certain criteria and CSR has become a Key Performance Indicator (KPI) for every staff member, department and for the university as a whole.

The university has developed policies and a set of regulations for CSR in relation to the management of staff:

“The policies act as motivating factors when we give merits to those who are involved in CSR such as for promotions and so on. They also sustain CSR in our University. So, one of the methods to ensure people care about CSR is to have policies that motivate such activities. Give the due recognition for CSR and also take it into account for promotions. It is more important to inculcate the volunteerism spirit as part of the University culture in all the staff and students.” (R2, C1)

University One has not really highlighted what the university is getting from its CSR. However, the university’s concern is what it does to contribute to the community as part of its role as a university in society.

“It is not about benefiting the university. I'm saying that the university exists for the community. So we don't exist to make money. We don't expect anything in return. We are contributing back to society; that is what a public institution ... a university's role is, to give back to society” (R1, C1)

University One has initiated and substantially evolved its CSR over time. During the initiation stage, CSR activities were focused on volunteering activities which were mostly carried out by students, staff involvement was still low and the focus was more on teaching and research. At that stage, few departmental staff engaged in CSR: they worked in silos with limited support from the University’s management team and CSR was mostly operationalised through volunteering activities.

Later, CSR received management attention and started to evolve at University One. It is at this stage that staff members were encouraged to be involved with CSR initiatives and the focus was about transferring knowledge to the community based on the university's knowledge expertise. A few changes to CSR were revealed: internal structures were established, staff involvement became prominent, and the university collaborated with others to progress its CSR. From this evolution, the outcomes of institutionalisation began to emerge. While the university was focussed on community, it did use CSR as a strategic tool for their own benefits. Two benefits (effects) in particular were identified: students' employability and positive social image.

4.2.2 University Two

This university is an established research university similar to University One. This university is focussed on the impact of projects. At the initiation stage, students under the student clubs were involved in community services and CSR acted as a promotional strategy for the university. One of the respondents articulated that CSR was conducted, particularly in rural areas, to give exposure and awareness among the villagers about the importance of their children to further their education at the university level. One of the famous programmes for this purpose was a set of programmes for adopted student called, "Program Baktisiswa". In this programme, a group of students went to rural areas and conducted community service programmes with the community. For example, university students engaged in school painting, house cleaning and English teaching programmes. From these activities, students become role models to the villagers, inspiring them to send their children to study

at the university. The university gained a good image and increased the number of students enrolled in the University:

“We are aware about CSR and we have the CSR long time ago. Have you heard about “Program Baktisiswa”? Our students went to the village and spend few days with the villagers and they did some community programmes. They painted the school, cleaned the poor people house and conducted English class for school students. When these students did activities together with villagers, the villagers exposed about our University and they get inspired. They wanted their children to go to the University too.” (R2, C2)

Another respondent added that student involvement in CSR activities developed their soft skills such as interpersonal and communication skills. These were to increase their value and the opportunity for them to get a job after graduating. However, CSR activities were limited and unstructured and far from being institutionalised. Most of the activities were ad-hoc and based on short-term benefits. A student activities fund was used for CSR activities and the Department of Student Affairs and Alumni was responsible for monitoring all activities and this continues until today.

“I remember before this, CSR is part of student activities, they are not structured and they focused only on community service activities. They spend 1 day or sometimes a week. We just wanted our students to be involved in CSR and help students to get a job after graduates. Students must have an additional skill not only good in academics. They must be good communication and interpersonal skill. Both are important for their future.” (R1, C2)

“We don’t have a specific budget for CSR for students; everything is under the Department of Student Affairs and Alumni. They control the activities and Students Club must ask for their approval before they can proceed with activities.” (R3, C2)

Before 2011, staff involvement in CSR was centred on communal volunteerism. Community projects activities were conducted as part of the university’s contribution to the community. However, the recognition for staff involvement in CSR was limited and no specific fund was allocated for these activities.

“Before 2012, all we did were voluntary things like communal volunteerism, sewing and baking classes and so on. When I took over, I don't allow any projects that have an element of communal volunteerism." (R4, C2)

CSR in University Two received a massive change in 2011 when management started to highlight CSR as one of the important agendas for the university. The university received encouragement from the MOHE and the Knowledge Transfer Program (KTP) has been implemented. The expertise of the staff based on University’s niche area is transferred to the community.

“Recently we have a project for indigenous people at one village. The mortality rate is high because they don’t have a proper water supply. So we provide a sink (wash basin) in some places. Not only that, we taught them how to repair the sink and how to change the water tap. So we gave a knowledge and skill to them. If a community project is ranked five stars, then knowledge transfer has occurred and the attitude transformation has also happened.” (R2, C2)

“Therefore, it has to be carried out systematically like in the way we have the research process and the teaching process, we also have to have a process for knowledge transfer in the university.” (R2, C2)

“So, all community engagements and industry engagements towards CSR must be based on utilizing knowledge and expertise. We cannot just do the activities without considering this. We also measure the sustainability. For example, if a community project is ranked five stars, then knowledge transfer has occurred and the attitude transformation has also happened.” (R1, C2)

The introduction of a new managerial portfolio, the Deputy Vice Chancellor for Industry and Community (DVC-IC), was significant for University Two. With this new portfolio, CSR became more impactful, structured and systematic. To be relevant, CSR activities must be in line with the needs of the community and the nation. Again, the initiatives are driven by government policy and regulation. The (DVC-IC) adopted CSR as a strategy because they wanted to make the university relevant:

“CSR has become more structured after the government established a new portfolio DVC of Industry and Community Network. So we have a people who can oversee the CSR closely. CSR processes become more systematic and well planned. We have a CSR calendar in achieving our KPI.” (R2, C2)

To ensure the CSR activities were impactful to the community, each of the CSR activities have been measured and ranked. CSR projects have been rated according to the ranking and also by following the methodology including the measurement instruments for community. The activities are measured from a context of empowerment and from a context of transforming or changing minds,

knowledge, and habits. For example, to get a five-star rating, the projects must have the empowerment elements to be sustainable in the community or have a high impact. One of the top management participants in University Two gave an interesting comment:

“The main changes are the impact of the programmes. My expectation is high impact projects. That's it. More and more high-impact projects! If there are 400 community projects, I want maybe half of it to be high impact. High impact means four stars or higher. When I took over, I said no to communal volunteerism, sewing courses, and baking courses. No way!” (R2, C2)

“There are many ways to measure the impact to the community after six months. If the researchers have a specific instrument to measure the impact of the project, then it is up to them how they do it. However, we have a standard instrument that they can use to measure the impact. We want the projects to be sustainable. All is about the impact.” (R2, C2)

One of the respondents commented that with this strategy, CSR is more impactful as they are addressing the critical problems in Malaysia and this is in line with the needs of the country. The respondent further explained, from the problem listed, the university has discovered that less than 5% of the previous CSR activities were relevant with the national needs. But, after two years employing this strategy, the numbers were increased to 10% and currently raised to nearly 30%. The respondent added that this implies that the present CSR activities are relevant.

“We need to base our activities on research findings or scientific results. The excuse is that there are none. If there are none, then we have to do the research ourselves. So we

did it. After two years, from 5%, we have jumped to about 10%. Now, in the third year, we are already nearly 30% which indicates that each CSR activity in this university, are really relevant.” (R1, C2)

“So we must know what we are doing. We cannot do it like industry engagement where we can just do it. We have to know whether it is relevant or important. So we are different. We are not like other universities. Anybody can say, “Ah, we are doing this, we are doing that, we are doing this.” Good, but I think there is no niche area. There is no clear mapping with respect to what is actually needed. It is rare to have that.” (R1, C2)

The university acknowledges that CSR has become an important area for university policy. The university gives an incentive for their staff involvement. For example, CSR projects were assessed through an instrument that has been developed to rate the CSR projects. The star rating is from 1 to 5 stars and is rated based on the impactful level of the projects. The more impactful projects, the higher the rating is given and the higher the chances for staff promotion. Instead of the promotion, the projects which receive a 5-star rating also receive recognition such as a certificate and a token but not money. The university also includes CSR involvement as a KPI for staff in order to encourage staff involvement.

“In 2013, we did the 2014-2015 Strategic Plan and 2020 Plan for our University. So I included the incentives element and got the budget and buy-in. That's all. The biggest thing to understand is that nobody wants to do extra jobs. Our KPI (Key performance

indicator) has increased in research components and in teaching as well, and then we add this CSR on top of that.” (R2, C1)

“One more thing is about the culture. To change a culture is really easy. If there is no incentive, people will not change. Let's say for this CSR, there is recognition, they will be racing to change. Prepare the incentives. The incentives are SKT (Annually Work Target) and promotions.” (R2, C3)

In interviews, the respondents were asked what the benefits were for the university in embedding CSR. This question was intended to reveal what the University's expectation was in return after CSR had been practised in the university. The respondents disagreed that the CSR was for something they could benefit from. One of the respondents explained:

“It has benefited the community not the university. The university has a duty and responsibility towards the community and make the university relevant for the development of the country. Developing the country includes developing the people. If the country is flourishing, the people will be flourishing.” (R1, C2)

4.2.3 University Three

This university is a moderate established focused university and its focus has been on staff involvement. In general, CSR has been adopted at University Three since the university's inception and this is related to the purpose of the creation of the university. One of the respondents claimed that, as one of the public universities, the purpose of the university's creation is for the people. To meet this purpose, CSR is one of the appropriate approaches. CSR started when the university began

to enrol international students from neighbour countries such as Cambodia, Thailand and the Philippines.

These students were fully funded by the university until they completed their studies. The university hopes these students may use the knowledge they obtained to develop their nations and countries when they returned. This contribution was considered CSR initiative for the university. In the same vein, another respondent claimed that the vision of the university itself is related to CSR and to embed the value of CSR, the university has encouraged staff and students to be more involved.

In the early stage of CSR, it was mainly conducted by the students under the student clubs' activities. The university has encouraged the students to become actively involved with community services for the local community. The CSR activities were carried out based on the principle of service for people. For example, the students visited aboriginal villages and they engaged in teaching language programmes. These were considered part of the community service activities:

“Since the inception of the University, although people were not thinking about CSR at that time, we already started CSR programmes by doing community engagements and community service. In early years, mainly students run the activities under students' club. Until today as part of clubs community activities are doing community service.” (R2, C3)

“Well, like I said just now, the community engagement activities started since our university was established. In the early years, we did not have any decision making structure when we wanted to engage with the community. People just started doing them. It is a part of our culture, our routine activities. It started a long time ago and we

just carry on and keep improving the activities, the system, and the structure until today.”

(R1, C3)

The centre for community service was created in 1995 and this centre has encouraged the students' clubs to become actively involved in community service activities. This centre has provided support, facilities and training to students for CSR purposes. Instead of local community, the CSR activities were extended to the international level particularly in developing countries, such as the Philippines, Myanmar and Cambodia. Over time, students remain the key actors of these CSR activities. However, this involvement was not calculated as academic credits for the students.

In the beginning, the staff involvement in CSR was independent of university run initiatives. CSR was perceived as a part of the good practices for people. The university has inspired staff to become more involved with CSR but the activities were limited to community services such as helping the orphanage, old age homes and cleaning a zoo. The commitment from top management was considered to be low:

“It doesn't mean that the (members of the) staff are not involved at all at early stage.

But it was in local area. Like me, I used to visit an orphanage and it was my routine activities. In fact, this was my requirement to the staff last time that every department must have CSR element ... when our professors or doctors give sermons at the mosques or help people, these are all part of community engagement.” (R2, C3)

In the middle of the 2000s, the management has started to pay attention on CSR particularly on staff involvement. There is strong agreement from all respondents that these changes were because CSR

has been emphasised by the MOHE and the university has been encouraged to consider CSR as one of the important agenda. Many respondents agreed that the funds and incentives provided by MOHE have greater influence on these changes. The top management has also highlighted the CSR as one of the University's agenda and the commitment level of CSR is high. As agreed by one of the respondents:

“Previously CSR was not really well-known. However, now I think the MOHE even has an item on community engagement. Even for teaching and learning, it is more about engagement. It is not about teaching only but more engagement with the students. In terms of CSR, we are encouraged to be involved, not just the students but all the staff.”
(R3, C3)

“The MOHE says that CSR is very important, so the university looked into it. So we make it compulsory when it is very important and we have it in KPI ... our top management has to implement what MOHE has directed since MOHE is our superior and the funding is from them.” (R4, C3)

Over time CSR has become more structured and systematic. Like other public universities, a new portfolio under the Deputy Vice Chancellor has been introduced to oversee the CSR related. Moreover, the Community Service Centre has been recognised as Centre for University Social Responsibility and the role of this Centre has been extended to focus on CSR aspects and to oversee students and staff involvement in CSR. One of the respondents from the top management indicated that the University is very committed in performing the CSR and it can be seen from University's decision to rebranding the Community Service Centre to University Social Responsibility Centre:

“Previously we did not bother with CSR and the University Centre for Community Engagement is only for students. Now, we have changed it to Centre for University Social Responsibility which caters to both students and staff. So that's one change.” (R4, C3)

The second change is the commitment of top management to ensure all (members of the) staff are involved in CSR. CSR has been incorporated into one of the university's agenda. One of the ways for University Two was the formalisation of the university's annual camp for staff. A camp for staff has been conducted every year by the departments and it is compulsory for every staff to attend this camp. The camp was the starting point for the top management to formally highlight the importance of the staff involvement in CSR. In the camp, CSR has become one of the programmes and (members of the) staff are required to be involved in CSR activities such as cleaning for the old age house and the orphanages; they bought clothes and necessities for them and tutored the orphans. The university believed this was a good start to motivate the university community to be involved in CSR and to create awareness about the importance of performing CSR for the community and university as well.

“I'll refer back to the camp and how we started it and how CSR is incorporated in it. The camp is a sequel to something in 2009. Our former president had a camp which was conducted in a large scale. We did it in the mosque and had all sorts of activities such as spirituality, lecturer, and CSR... CSR is something our president encourages because we want to embed virtue in the university. So we see the commitment from top management to imbue virtue.” (R4, C3)

“The camp is not part of the KPI but its compulsory and has its own module for 3 days of activities. We conduct spirituality activities at night and CSR activities during the day. We have had this camp for 3 years and attendance is compulsory for all the staff. For those who cannot make it in the allotted time, we will have a separate one for them later.” (R3, C3)

The third change is the recognition of CSR-Incentives for staff. The commitment of the management to CSR has continued when the university acknowledged the staff involvement in CSR activities. The element of CSR has been part of the policy for staff promotion - CSR involvement is one of the criteria in staff promotion exercise. The (members of the) staff are obligated to be involved in CSR as this may affect their promotion exercise. Furthermore, the university has also embedded CSR as one of the KPI for staff and the achievement of the KPI affects the yearly performance assessment of the staff. The recognition of CSR has encouraged staff to be actively involved with CSR in the university.

“The other thing is changing the staff yearly performance assessment to include elements of staff involvement in social responsibility programmes. So the involvement in social responsibility programmes influences the salary increment and promotion of the staff. So the university evaluates the staff involvement in community engagement programmes. We changed to these policies about five to seven years ago.” (R1, C3)

The university has moved forward from focusing on voluntary or community service as CSR activities only to the Knowledge Transfer Programme (KTP). The university has encouraged the staff to share and apply their research findings to the community and this is known as KTP as previously outlined. The KTP started in 2011 to 2012 at this university with the support from the MOHE especially on

funding. The KTP projects are based on the university's niche area and staff niche area. However, the community service activity has remained especially for students.

“MOHE encourage us to have CSR but the form of CSR that MOHE wants is different from what I described just now. For example, we have a project in Pulau Mabul, Sabah (name of state) where the water supply is inadequate with no systematic way to obtain drinking water. So, we called our engineering staff to come up with an idea how to get the water supply from the mountains to the villagers. We innovate. This is the type of CSR that MOHE is interested in where we use our knowledge and researchers to help the needy in this way.” (R4, C3)

“In 2011 and 2012, we started staff community engagement activities under what we call knowledge transfer programmes with the Ministry support and funding. Our staff started to transform their research projects into social projects to help the community. Now we are active in these programmes.” (R1, C3)

One of the focuses of this study is an outcome of the CSR to the university. The respondents were asked about how they perceived CSR benefits to the university. The analysis revealed two outcomes of CSR benefits. First, student benefits include increased soft skills and student employability and second, an enhanced image for the university. Respondents have agreed that CSR benefits are for students' and this is explained by two of the respondents:

“Student employability, student will have some credits, experiences and all of that is stated in their curriculum transcript. This may help the employability of students.” (R2, C3)

“CSR can develop the students. They know that learning is not just from books but there are many ways to learn. We can see that we can develop the leadership skills and soft skills with CSR.” (R4, C3)

All of the respondents have agreed that CSR is not only for community benefit but it was also intended to benefit the university indirectly. As evidenced, another benefit of CSR is to optimising the university’s good image among stakeholders.

“Indirectly, it can promote the university. The community can see, “oh the university is really good.” We can therefore, promote our reputation and good image...CSR has to always align with the direction of the university because CSR helps also to enhance the reputation and good image of the university.” (R4, C3)

4.2.4 University Four

This university is an established university (established 70’s or earlier) and is a comprehensive university. This university is focussed on transferring expertise and the impact of projects. Like other public universities in Malaysia, CSR in University 4 started when it was founded. According to the respondents of this study, the purpose of the creation of the university itself was CSR. The university was built to help the under- privileged and the university believed, when they educate people, they will contribute and benefit a society and the nation. Because of this, they argued that University Four is at the forefront of all the public universities in CSR and they are CSR-centred universities:

“I think for CSR, our University is at the forefront of all the universities because this is the purpose of setting up this university which is to help the under privileged. We believe

that if we educate people, then they will contribute and benefit society and the country.

That's the philosophy behind why this university was set up. We are a CSR university.”

(R1, C4)

In the initiation stage of CSR was once again carried out by the students as part of student activities programmes. CSR was not a focus of university's agenda. CSR was only to fill the requirements to community as university. CSR was carried out without emphasising the impact. The programmes were measured with the number of students involved and number of participants.

“So what happened before is just for us to carry out the CSR program without measuring its success or impact or even improvement needed.” (R1, C4)

“I've see some community engagement (CE) programmes being implemented without proper guidelines. They do not fully understand the community engagement concept. For example, the Electrical Engineering Faculty engaged with a company to develop a teaching module about science, robot or something through our experts collaborating with the company. I see it as having an element of research in producing that module not a CSR.” (R4, C4)

For staff, CSR is based on the individual effort. CSR programmes were conducted without any proper guidelines and therefore, staff had a lack of understanding of CSR:

“Previously CSR was just programmrs that had to be carried out to fulfil our requirements as a university. The programmes were measured with the number of

students involved, the number of participants, and reporting on CSR was never a denominator for the university's achievements” (R3, C4)

The establishment of UCTC makes the CSR more structured and systematic.

“With the reporting structure in UCTC, I can see the data collected being used for improvement of subsequent programmes. The data includes the contribution of the university to the community, the marketability of our students through industry involvement, and many more. So, it is more structured and leads to future improvements.” (R3, C4)

“After the UCTC is established, we understand better and if we follow the UCTC criteria, CSR is implemented more properly. For example, we can do transformation programmes with lower costs using our expertise and we can see more impact than doing one-off programmes.” (R2, C3)

Respondents have articulated that the difference between CSR in University Four and other universities was they really understand the concept of CSR which involves the development of the community itself. They believed CSR was not just a one-off programme and everyone can do a programme. What is more important is the impact of the CSR activities on the society. With this understanding, the university has moved from engaging in community services and community outreach towards community engagement. The focus for community engagement was two-fold: the university engaging with industry and the university engaging with the local community. Both engagements emphasized transferring knowledge from university to industry and to the community.

Two steps were used to ensure that the high-impact CSR activities were produced. First, the university must identify what the actual needs were from the community and second, to identify the niche areas of expertise from the university to fulfil its needs. Based on these rules the university has prioritized what CSR activities were to be implemented and what would give the highest impact on community.

“We care about the impact not the programme. Everyone can do a programme. So the understanding of the concept is important. We can see now a lot of development where instead of community outreach, community service we are moving towards community engagement. So, if we really apply the community engagement, I believe that we can achieve it.” (R3, C4)

“We engage in programmes that we have expertise in or we collaborate with other universities or our other branches which have the expertise needed. This is one of the ways we ensure that the CSR programmes have an impact on the community.” (R2, C4)

University Four has also emphasised the KTP. Staff members have focused more on transferring knowledge to the community based on the university’s niche research areas and staff members’ expertise.

In the evolution stage of CSR, the university emphasized the importance of CSR and acknowledged the staff involvement in CSR. This can be seen when the university added CSR involvement to the existing criteria for teaching, research and administration for a staff member’s promotional exercises. Staff members were required to choose one of these four focuses as the main component of their assessment. For instance, if the applicant was actively involved in CSR, they would be able to place 60% of the main component in CSR and another 40% from the three other focus areas as mentioned

before. Policy changes have encouraged staff to be actively involved in CSR as they understand their involvement in CSR is recognised by the university and may assist them in their career path development. Overall, this acknowledgement is a part of the rewards system to embed CSR among staff activities and across the campus as inspired by the university.

“...all CSR activities are counted up to 30 percent of their promotion and the yearly staff performance assessment. I fight for their promotions. I fight for them if they do their job, they must be recognized and rewarded. That is what I always do.” (R1, C4)

Concurrent with the university policy of highlighting CSR, CSR has been included and measured in the staff's annual performance assessment. CSR has become one of the Key Performance Indicator (KPI). If staff members fail to achieve their KPI in the CSR component, the overall marks for performance will also be affected. For this assessment, about 30% from the overall marks have been allocated for CSR components. It is important for staff to get involved in CSR to ensure a good percentage in their yearly performance assessment. This emphasis on CSR in both promotion exercises and the annual performance assessment review indicate the university's commitment to CSR:

“Before this, the promotion criteria are only research, teaching and administrative, but today we have four includes community and industry element as part of the promotion criteria. This is better. The more you involve with CSR the higher chances you can get.”
(R1, C4)

It was revealed that instead of for the community, CSR has also benefitted the university. The university received publicity from their CSR activities. Student involvement in society gives a value-

add for students and has increased the market value of students after graduation and therefore a higher chance of employability:

“... at the end of it all it is about the students. CSR activities can increase a student’s value and the opportunity for them to get a job. If you want to produce marketable graduates, then you go to these community activities. If not, then you are producing robots which are not marketable graduates.” (R1, C4)

“The important thing is the human capital that we develop. They go out and they bring a good image of the university. People can see what we are doing and we are closed with the community” (R4, C4)

Instead of higher employability of students, CSR has been used to increase a university’s image and reputation among stakeholders. The university received publicity from the media for their CSR activities and gives the university a good reputation among stakeholders. As a result, stakeholders have an interest to collaborate with the university due to the university’s positive public image.

4.2.5 University Five

This university is a recently established focused university (established on or after 2000). This university is focussed on collaboration with universities, communities and industries.

CSR was implemented in University Five more than a decade ago. At the early stage of CSR in the mid of 1990’s, it was known as community services. The university was recognised CSR as a part of students’ support from the university. For examples: providing financial help through a special fund

for needy students, and running motivation programmes for students. CSR in the university is divided into two categories i.e. staff and student involvement.

CSR for a staff was merely focused on community services activities for the poor people. For instance, visits to old age and orphanages and giving a donation to needy people during Eid-Mubarak celebration. These activities were organised by staff clubs and department clubs. These clubs worked independently and the support from the home university management was limited. The university did not have a special budget for CSR activities and therefore, the funding came from staff and student fundraising activities.

“Before this we use our own money for example for Eid Mubarak celebration. We raise the fund among the staff for this and for other activities involving the poor community, schools, old folks home and things like that.” (R1, C5)

The student involvement in CSR was based on volunteerism. There were no regulations for a student to be involved with CSR. Thus, the CSR activities were only a part of student clubs’ programme. Same as a staff, the CSR for a student is more to community service activities. For examples: giving a talk to school students, house cleaning for old age home and student activities. The Student Affairs Department was responsible for monitoring the student club’s programmes including CSR activities. At this stage, the achievement of CSR was not measured and therefore, the impact of CSR activities on a community was not a major concern.

“We have implemented CSR for a numbers of years, even before CSR became a buzzword. In early days, students were focused on the community services and it was under Students Affairs Department” (R1, C5)

The first change concerns the creation of formal internal structures. In the early 2000’s, CSR had received more attention from the university’s management. CSR became a part of the university’s programmes and many CSR activities were conducted together between staff with the local community. To ensure that CSR was more structured and organised, the university decided to establish the Office of Industry and Community in 2004. In general, this office was responsible for overseeing and organising university engagement between the industry and community:

“It was established as a department but now it has been upgraded into a responsibility centre (PTJ). Previously the post was head of department but now its director of PTJ. We also have departments and department heads. It is more structured. The more we do things like this, the more visibility we get.” (R2, C5)

Since 2009, CSR has become an important agenda for the university. It has been highlighted and rebranded by the university. A new portfolio has been introduced and was directly reported to the Vice Chancellor. In general, this new portfolio has a responsibility to improve the university’s network on the industry-community collaboration.

The second change is the engagement with universities, communities, industries for collaboration purposes, particularly in acquiring a student placement for industrial training in the industries. Community engagement that was related to CSR activities were conducted by the university. In line

with the new portfolio, the Office of Industry and Community Network has been restructured. The office has been divided into two departments, one focuses on the university and community relations and the other has focused on university and industry relations. The main functions of these offices are focussing on the university's collaboration with the community and industry and to ensure the collaborations are improved and organised. These offices are led by a director respectively and directly reported to the Deputy Vice Chancellor (Industry and Community relations).

With the new structure for CSR, the operation of CSR has become more systematic. The university has allocated some funding for CSR under the new office. The staff members were also encouraged to get involved in CSR. However, the community service activities remained as a focus of the university for CSR at this stage. As a result of this transformation, the staff awareness and involvement was at a high level. The number of CSR activities was increased gradually. The number of the CSR activities was used to measure the achievement of the CSR. But again, how impactful the activities on community were not been measured. Industry providing funds and university provides expertise.

“I then started the work here in 2003 when the concept was first rebranded. CSR became more known and MOHE took the initiative to establish UCTC which was suggested by the Prime Minister. Now it is more structured and organised. We are given funds from MOHE for community based research which is so different from how it was done before. Everything is more organised, structured and systematic now. There is more awareness and visibility of universities' CSR activities all over Malaysia.” (R3, C5)

“Recently, we also support the flood victims as well. Volunteerism is emphasized in the university. The student uniform clubs and also other clubs are expected to be involved

in volunteerism. We encourage the students to volunteer and support the community.”

(R1, C5)

“A lot of the CSR activities involve our students. For example, recently the top management decided to give free food to the students because they told the media they don't have enough money to pay for food. So we decided to give them free food.” (R2,

C5)

Based on the question of how CSR has benefitted to the university, outcomes on the CSR benefits were identified. First, the involvement of students with the community through CSR activities has developed the student's good characteristics and attitudes and may make them good citizens. Second, the student involvement in CSR has also increased the students' employability.

“CSR activities develop the students' humanity and character. This is what we want which we cannot teach in academics. The students are also able to apply skills to benefit the society and country. I think this is the time for them to be good citizens.” (R3, C5)

“The student with CSR experience I think are more matured, with more inner strength and have a better chance of getting employed. This is an intangible impact and benefit of CSR. It is a lot. We need to have graduates with very strong wills that never give up. This is what we want from CSR.” (R1, C5)

4.2.6 University Six

This university is a recently established focused university (established on or after 2000). This university is focussed on the transfer of expertise. Like other public universities in this study, most of

the respondents reported that the university has been involved in CSR since its early inception in 2000's. CSR in this university is related to the reason why the university was established. One of the respondents reported that the reason the university was established was first, as a place of knowledge creation and second, to assist the local community. Thus, the university is no longer an ivory tower but the existence of the university is for the society and the university itself is a part of the community. The university is obligated to create a value of their existence and the local community must have benefited from the presence of the university.

CSR for staff began as community services and it was on a voluntary basis. Two approaches were identified for staff involvement. First, the staff worked independent of the university programmes and the involvement on CSR activities was based on the individual interest. Second, every department in the university has worked in silos. The staff members were conducting CSR activities without a commitment from university management. The approval to conduct CSR activities is from the department head only and no approval is required from the university's top management. There is no financial support for CSR activities from the university management. The department has initiated their own fund to run these activities such as raising a donation from the industry and individual.

“Previously, the faculties work individually where we do the programmes on our own based on personal contacts at the beginning. They conduct programmes with schools, orphanages and with single mothers to increase their income without informing the university. The faculties really worked independently. As long as the dean gives his approval, then we will proceed with the projects.” (R3, C6).

Student involvement in CSR has focused on community services programmes such as conducted workshops and tuition classes in rural schools and house cleaning at welfare community centre as well as Mentor-Mentee with the orphans. CSR was a part of student activities and alike other universities, the Department of student Affairs and Alumni was responsible to monitors all community services activities. These activities were conducted by the student's club with the cooperation of the Students Representative Council.

In the past six years (2008-2014), CSR in the university has experienced a considerable transformation. The top management has acknowledged the significance of CSR to the University and most importantly to the community. One of the respondents explained, in previous years, the top management decided not to contribute their full commitment as CSR was perceived as staff and students involvement in community services to the local community. However, the respondent argued that more recently, the awareness on the need for university to understand the local needs were raised. He argued that the university has to be involved in fulfilling to the local community's needs. The local industry should be advancing and developing with the university and this will benefit the university and the local community. Hence, the university has to actively listen to the local community and find out what their needs are.

The first change concerns the creation of formal internal structures. To fulfil this gap, in 2011, the university's structure has been restructured. A new portfolio namely Assistant Vice Chancellor (Industry and Community) was introduced. From 2014, the Industry - Community Centre has been restructured as Industry and Community Office. This office is responsible establishing a relationship and strategic partnership between the University-Industry-Community as well as to facilitate the

transfer of knowledge and sharing of expertise from the industry and community. At the same time, these were mutually beneficial to many university's stakeholders. However, unlike other universities, the University Community Transformation Centre (UCTC) had not been established. One of the respondents agreed that the university has not yet officially establish the University Community Transformation Centre (UCTC). But, the function of UCTC has been placed under the Office of Assistant Vice Chancellor-Industry and Community.

“From a structural perspective, now there are more TNC portfolio with the TNC having three, and PNC, two; so that all the agendas are managed systematically. We also established a centralized university fund where the contribution comes from the university and the staff. So the individual department is not contributing directly.” (R1, C6)

“Now, we have a specific budget for CSR and a schedule on what projects need to be carried out and who are involved. We also have KPI and achievement reports and so on. The structure has changed from being unstructured to being structured. We even have a unit for CSR now which is the Industry and Community Network Centre (PJIM) with its own DVC.” (R4, C6)

The second change is based on the industry providing funds and university providing expertise and transferring knowledge. In 2014, top management further conducted a NGO round table meeting to organise and facilitate CSR. The representative of the local community and industry were sitting together with the university's managers. The local community's needs were identified; the strategy and idea for CSR activities were discussed. At this point, the CSR activities were carried out based on

the principle of 'knowledge transfer'. The knowledge and expertise of the staff were transfer to the community to fulfil the community's needs and furthermore, it is a concern for the University to sustain the benefits and the impacts of the programmes to the community. The respondents reported that community services activities were no longer a focus of the university and for staff, the knowledge transfer programmes were the priority of CSR activities. For example, one respondent talked about the installation of a solar panel for an indigenous community:

"Third is knowledge transfer. So we have to do reverse engineering. University 6 was established because of this gap we just discussed. CSR programmes during the weekends such as painting and clearing the graveyard can be done by anyone. Not us though because something like this does not involve any technology transfer. I read CSR is about what we have to offer. For us we share our knowledge. CSR has to be in the form of what we have to offer." (R1, C6)

This university recognised the benefits of CSR to the university. CSR is a marketing strategy for the university to increase student enrolments. CSR also increased the image and reputation of the university and students were seen to be marketable among the industries:

"We focus more on the schools. Why schools? That's because it is a place we can introduce the university so that they can feel closer to the university. The investment can be in decades but the children will grow up and enrol the university." (R4, C6)

"We get a lot of benefits from the publicity. The parents know about us, when previously no one knew about us. Who are we? Where are we? It is quite sad to hear such questions. However, now, people are more aware of us and parents want their children to come

here. People are appreciative of what we do. I feel that what we are doing is effective. So now society knows that our university do CSR activities.” (R1, C6)

“We never used to promote our activities but now we promote them to reposition ourselves in the eyes of the community because we want the community to notice our existence. The industries notice that students from our University are actively involved with CSR, and they will think that we produce good students and the chances for our students to get employ is higher.” (R4, C6)

4.3 Cross Case-Analysis

Miles and Huberman (1994) assert that a cross-case analysis is a way to compare the cases and draw conclusions about patterns and relationships between variables. In this study, the focus is on understanding CSR outcomes (as defined in the CSR conceptual framework) which are benefits from CSR and the quality of CSR reporting. The analysis is divided into two parts and these two outcomes are discussed separately. This section also provides a set of propositions about the institutionalisation of CSR.

4.3.1 Explaining the Benefits from CSR

The organisations in our sample reported variable levels of benefits from CSR in their organisations. Table 5 provides an overview of the results across the cases. In the interest of clarity, only variables with significant relationships are shown in the Table. In this section, a discussion of relationship between the benefits and a set of variables is provided.

Case	Research Performance (2011)	Research Performance (2014)	Degree of Stability	Benefits
U1	6	6	low	low
U2	6	6	low	low
U3	5	4	high	high
U4	2	3	high	high
U5	1	3	low	medium
U6	2	3	low	high

Table 5: Cross Case Comparisons – Variables Linked to Benefits from CSR

Firstly, the research performance of each university is negatively associated with the level of benefits from CSR. As is evident from Table 5, high research performers (cases 1 and 2) report low benefits from CSR. Both case study organisations scored the maximum score in MyRA assessment in the last two assessments and also have high performance overtime (as evident from the results of 2011 and 2014 assessments; see Table 5). Conversely, other case study organisation score significantly lower in research performance and conversely report high benefits (cases 3, 4, and 6). Case 5 is further evidence of the impact of research performance on benefits: this case study organisation improved research performance faster (in comparison to other cases) and reports only medium benefits.

Proposition 1a: *High levels of research performance are associated with lower levels of benefits from CSR.*

The degree of stability indicates an approach toward CSR. Low stability is manifested by an ad-hoc management of CSR and means that CSR is not fully embedded in the context of an organisation. In other words, it means that CSR has not yet reached the stage of stability and that CSR efforts need to be repeatedly activated by management (Lawrence et al., 2001). In contrast, high stability involves

routine or ongoing activities and no continuous stimulation is needed from management. This leads to more stable and highly-established CSR. The high stability means CSR has reached a stability stage and CSR is no longer being added, deleted or transformed (Lawrence et al., 2001; Lawrence & Robinson, 2008).

Table 5 reveals a positive association between degree of stability and benefits. Measurements in Cases 3 and 4 show that a high degree of stability is important in reaping the high benefits of CSR. According to Lawrence et al., (2001) high stability assumes organisations handle CSR as an ongoing activity and as a result, achieve stability in CSR. The high stability can be manifested in several ways. For instance, CSR might be closely embedded in the curriculum in a case study organisation:

“One of the ways we embed CSR is through giving curriculum credits to student for CSR involvement. Why? If you want to produce marketable graduates, then you go to this process.” (R1, C4)

As the respondent explains, having CSR in the curriculum (and giving credits to students), creates an ongoing system. Having feedback about employability provides the case study organisation with measures of performance – leading to further improvements of the activities and their embedding into daily routines.

On the other hand, low stability tends to be associated with low levels of benefits. Cases 1 and 2 are examples of such negative association. The low degree of stability means that CSR is based on project activities and not embedded in daily routines. Cases 1 and 2 pursue a project based approach and –

more importantly - focus on the leverage of their expertise through community based projects. For instance, in Case 1, the respondent explained:

“Our projects are usually based on what we are expert at. Every faculties and institutes have different disciplines and expertise and they do what they are best at. For example, the experts in Islamic studies carry out their mission work, the health experts teach about health, the economic experts bring alternatives to increase their socio-economy, and the engineers improve their infrastructure. One team with different experts go together to community in an integrated effort ... the projects have benefited the community. The university has a duty and responsibility towards the community.” (R4, C1)

A respondent in Case 2 also explained the community focus and also stressed the fact that the benefits are not for the university but rather for society:

“...the university must be relevant to the needs of the country, to the needs of the people that is what we do... so the knowledge that has been generated in the university must be felt, or the benefit must be felt by the communities and the society out there and subsequently the country.” (R1, C2)

Proposition 1b: *The higher degree of stability of CSR in organisations is associated with higher benefits from CSR.*

Even though four of six cases fit proposition 2, the relation is weak in Case 5 and not present in Case 6. Case 6 shows that the low degree of stability is associated with high benefits of CSR. Case 6 indeed focuses on projects (low degree of stability) yet their focus is long term and based around their

departmental expertise. Moreover, the approach is strategically targeted at leveraging the reputation of the case study organisation:

“We have the ability such as the ideas and expertise to help. For example, our department focus more to school projects. I introduced the long term projects. For example, the school literacy program and I adopt a school for 5 years. Why schools? That’s because it’s a place we can introduce the university so that they can feel closer to the university. The investment can be in decades but the children will grow up and enrol in the university.” (R4, C6)

“When we did one project, we get a lot of benefits from the publicity. The parents know about us, when previously no one knew about us. Who are we? Where are we? It is quite sad to hear such questions. However, now, people are more aware of us and parents want their children to come here. People are appreciative of what we do. I feel that what we are doing is effective. So now society knows that our university do CSR activities.” (R1, C6)

4.3.2 A Configurational Analysis of CSR Benefit

The previous section focused on the discussion of relations among the key variables of interest. In continuation of this discussion, this section further analyses the cases using a configurational approach. This analysis is done in two steps. First, variables (antecedents) that lead to high benefits are scrutinised. Second, the analysis also focuses on variables leading to low benefits. As explained earlier in Chapter 3, the configurational approach assumes that there are one or more pathways

leading to an outcome (here, the outcome is high/low benefits from CSR). Table 6 provides an overview of the results.

Antecedent Conditions leading to high benefits from CSR								
Model	Antecedent Conditions					Coverage	Consistency	
	Degree of Stability	Degree of Pace	Research Performance	Initial Driver to CSR	Maturity of CSR practices		Raw	Unique
1	●	~	~	~	~	0.37	0.22	1.00
2	~	●	~	~	●	0.38	0.24	1.00
3	●	●	~	●	●	0.38	0.24	1.00
Solution coverage: 0.84, solution consistency: 1.00								

Antecedent Conditions leading to low benefits from CSR								
Model	Antecedent Conditions					Coverage		Consistency
	Degree of Stability	Degree of Pace	Research Performance	Initial Driver to CSR	Maturity of CSR practices	Raw	Unique	
4	~	•	•	•	•	0.80	0.80	1.00
Solution coverage: 0.81, solution consistency: 1.00								

Table 6: Antecedent Conditions Leading to High (Low) Benefits

There exist three pathways leading to high benefits from CSR (Models 1-3; Table 6). There is only one path leading to low benefits. All models show high levels of coverage and consistency as specified by Ragin (2008, 2009). Noticeable from both tables is a consistent negative (positive) research performance that leads to low (high) benefits from CSR. Therefore, proposition 1a is also confirmed if a configurational analysis is considered.

Consistent with previous discussion on the role of degree of stability and benefits from CSR, there exist two paths in which high degree of stability is associated with high benefits. However, there also exists a path in which a low degree of stability leads to high benefits. This combination further consists of high degree of pace, low research performance, low initial driver and high maturity of CSR practices. Therefore, Proposition 1b appears too limited from a complexity perspective. Still, it is likely

that in a large sample – and employing a symmetrical statistical analysis – this proposition is likely to stand.

4.3.3 Explaining the Quality of CSR Reporting

The assessment of five years CSR reports (2011-2015) from six case studies demonstrates a different level of quality of CSR reporting (the approach to the assessment of quality of reporting is described in Section 3.7.4). The relationship between quality of CSR reporting and a set of influential variables is presented in Table 7 and discussed in this section.

Case	Initial Driver to CSR	Maturity of CSR Practices & Activities	Research Performance (2011)	Research Performance (2014)	Degree of Pace	Quality of CSR Reporting
U1	Leading	High	6	6	Fast	High
U2	Leading	High	6	6	Fast	High
U3	Following	Low	5	4	Slow	Low
U4	Leading	High	2	3	Fast	High
U5	Following	Medium	1	3	Slow	Medium
U6	Following	High	2	3	Fast	Medium

Table 7: Cross Case Comparisons – Variables linked to Reporting

First, the impact on the initial driver to CSR seems to be particularly influential in explain the quality of CSR reporting. Cases 1, 2 and 4 also encompass organisations that were considered as “leading” in the institutionalisation process in the tertiary education sector. These three cases show that this approach is associated with higher quality of CSR reporting. For example, in Case 1, the respondent described CSR as an important university obligation and it has been carried out since the university was established and which was also impactful in how the sector defined CSR:

“I believe CSR has been carried out in the University in the past till now. Besides teaching and learning, research and publication, and consultation work, social service is one of the important roles of our University. The university is not functioning well without any one of these components. They are very important components to the university. That's why I say that we are very strong in CSR. We have elements of CSR since the beginning be it by the students or the staff members.” (R2, C1)

Case 2 is further explain that for leading universities the matter was related to the evolution of the tertiary education sector at the highest level – unlike the opposite cases that typically focus at university level imitation. Respondent in Case 2 explained the CSR is a focus and has become one of the approaches for the university to be relevant in fulfilling the community needs and the country's development.

“So the decision to implement CSR is to make the university relevant for the development of the country. Is the university relevant to the needs of the country, to the needs of the people? Developing the country includes developing the people. If the country is flourishing, the people will be flourishing...CSR is being push and has become part and parcel of the activities for our staff.” (R1, C2)

On the other hand, there was a significantly different result for universities where the driver was classified as “following” (cases 3, 5 and 6). In line with the institutional literature, “following” refers to a mimetic approach (Di Maggio & Powell, 1983). In the context of this study, following means that the organisations (universities) tend to observe others and imitate other organisations to establish and develop CSR. It often means that the organisation is not proactively working with other

stakeholders to shape up what CSR will mean for the sector. This inward (and imitation) approach is noticeable in the following quote:

“We do something that has been done by other university ... in fact, we try to emulate what [name of the University omitted for confidentiality reasons] is doing. They have “National Work Service”, where before graduating, the students must serve the society. That is the introduction of CSR to the students. We have started in one or two areas which are doing the same initiatives as [name of the University omitted for confidentiality reasons]. We have been to this university and we have sent our staff and students there for the last two semesters.” (R1, C5)

Another respondent from Case 6 explained that they imitate what others do for CSR to ensure that they are not left behind.

“We want to be seen as playing our role. If our peers are doing it, and we are not, we'd feel left behind. For example, about a month ago, we do something that has been done by other university. We do what is called NGO (Non-Government Organisation) round table. We called related stakeholders and discussed what community needs were.” (R2, C6)

Proposition 2a: *The leading (following) nature of initial CSR drivers leads to the higher (lower) quality of CSR reporting.*

The second variable of interest is the Maturity of CSR Practices and Activities. Table 7 shows mostly positive relationship between the maturity of CSR and the quality of CSR reporting. Cases 1, 2 and 4 show a high degree of maturity. For instance, in Case 1, CSR has changed to more staff involvement,

a systematic approach in CSR operations and more effectively structured management as the following quote demonstrates:

“Previously all CSR activities were under Student Affairs which were mostly community service involving students, and for the staff, they were all under research. However, now these mechanisms are still there but there are more agencies established to look into everything specifically. So, the structure is more organised. There are a lot of different types of CSR activities. Now, CSR can be with community or the industry. They cannot all be under one centre. That’s why now there is a group of people handling CSR programmes. There is a group for industry, another for community. If we talk about the global scene, then another group is handling CSR for overseas. So, we have various branches and they change over time as needed.” (C1, R3)

The Respondent in Case 4 also described the CSR as currently CSR is more structured, better understood, more understanding and further, the impact of the programmes is the focus of organisation.

“Previously we worked from top to bottom or through industry and so on but not systematic. However, after the UCTC (University Community Transformation Centre) is established, we understand better and if we follow the UCTC criteria, CSR is implemented more properly. For example, we can do transformation programmes with lower costs using our expertise and we can see more impact on programmes... with the CSR transformation, it is more structured and everything that is implemented must be measured and evaluated. So what happened before is just for us to carry out the CSR

program without measuring its success or impact or even improvement needed.”

(R3, C4)

The maturity of CSR practices and activities can also be observed from CSR reports, for example, the number of CSR programmes conducted by the students. In Case 4, the number of programmes conducted (main campus only) was reported at about 200 programmes in 2012 and the numbers have increased by 192% in 2013. In 2014, the numbers continued to increase by 2% and finally reaching 17% in 2015. The consistent increment of CSR programmes in four years duration (2012-2015) support the relationship between a high degree of CSR maturity and a high quality of CSR reporting.

Case 6 shows that the high degree of CSR maturity is associated with medium quality of CSR reporting. The medium level of CSR reporting might be associated with the demographic factors. The organisation is a new establishment and the youngest university among the six case studies. In Case 6, the high maturity of CSR can be manifested in CSR type activities, new structure of university organisations and the commitment from the management.

“The process has changed now that CSR has become a necessity and not a volunteering leadership. It is more structured. The CEO's meeting with NGO's are more structured. So now whatever you promise, you need to deliver it. Previously if we did not deliver, it is alright. Currently with the commitment between the top management in the university and the top management out there (the ministry), we have a yearly budget for CSR. We did not have that before. Now, we have a specific budget for CSR and a schedule on what projects need to be carried out and who are involved. We also have KPI (Key

performance indicator) and achievement reports and so on. The structure has changed from being unstructured to being structured. We even have a unit for CSR now which is the Industry and Community Network Centre with its own DVC.” (R2, C6)

In contrast, low maturity of CSR tends to be associated with low quality of CSR reporting. Case 3 is the only case where the low maturity of CSR practices and activities is associated with low quality of CSR reporting. The low level of changes of the maturity is evidenced in the following quotes:

“After it became more structured, in about 2000 onwards, 2005 to 2010, a lot of students started engaging, forming societies, groups, clubs related to community engagement. We did a huge number of community programmes. This involved all levels off staff and students. In 2011 and 2012, we started staff community engagement activities under what we call knowledge transfer programmes with the Ministry support and funding. Our staff started to transform their research projects into social projects to help the community. Now we are very active in these programmes.” (R1, C3)

Proposition 2b: *The higher degree of maturity of CSR is associated with higher quality of CSR reporting.*

The third variable of interest is the *Degree of Pace*. Table 7 shows a positive relationship between the *Degree of Pace* and *Quality of CSR Reporting*. The degree of pace is identify as a length of time for the evolution and institutionalisation of CSR (Lawrence et al., 2001). The pace of CSR is divided to two levels: the fast pace and the slow pace. The fast pace means CSR is directed and needs a continuous encouragement from the management. While, the slow pace means that the CSR is adopted and negotiated.

Cases 1, 2, 4 and 5 indicate the fast pace leads to high and medium quality level of CSR reporting. For instance, in Case 1, CSR is directed by the top management. CSR has become an important component in their KPI and one of the criteria for internal promotion. Therefore, the involvement in CSR is compulsory and not negotiated. One of the respondents from Case 2 explained:

“After CSR become part of the KPI, they don’t have choice, they have to manage. If they don’t get involved, they will get zero marks on CSR’s component...CSR is something that has been emphasised and to the extent the university has requested that you must have a community component for promotion. So without contributing to the community, you cannot be promoted.” (R4, C2)

However, such approach ensures that the reporting is timely managed and of high quality. In contrast, a slow pace of CSR is associated with medium and low quality of CSR reporting. This is evidenced in Cases 3 and 5. Even though such approach may be beneficial in the long run, it negatively affects the quality of reporting.

Case 6 is further evidence of how CSR is directed by the top management. In the initial stage of CSR, CSR is perceived as volunteer activities in organisations but after CSR is a focus by the top management, CSR becomes one of the responsibilities of a staff.

“We see CSR as a movement. Now, it is no longer just encouragement to work with the local community but has become a directive by the top management for us to do so. It is now part and parcel of our jobs and not just volunteer work where we can do it when we want to... now; it’s a top-down directive. It has become as part of our duties as staff of the university.” (R3, C6)

In contrast, a slow pace of CSR is associated with medium and low quality of CSR reporting. This is evidenced in Cases 3 and 5. One of the respondents commented that lack of commitment from staff has influenced the CSR. Moreover, the staff members were given an option for their involvement in CSR.

“It is not easy to get everybody’s’ commitment, sometimes we thought it was a good programmes but it wasn’t for others. So we just get those who are interested to get involve and for others they can wait and involve with other programmes later.” (R2, C3)

One of respondents from the top management in Case 5 also described that a lack of regulations and commitment from the staff is one of the concerns.

“There are many people that want to do CSR but our policy on it is still not clear. We also see the same people doing most of the CSR activities which makes it seem as if CSR is only for some and not all for all.” (R2, C5)

Another respondent from Case 5 explained that the limited financial support has caused them to optimise the budget and become selected in their CSR programmes. From the quotes, it can be said that the limitations may delay and slow the pace.

“Starting from this year we need to strategize due to the lack of budget. Doing CSR needs money. The money is usually from the internal budget of the university or sometimes from our staff. This year, we are quite selective on which CSR projects we should get involved in due to monetary limitations.” (R1, C5)

Proposition 2c: *The fast (slow) degree of pace is associated with higher (lower) quality of CSR reporting.*

The fourth variable of interest is research performance. There is a positive relationship between the level of *Research Performance* and *Quality of CSR reporting*. The rating of research performance is the assessment exercise in MyRA by MOHE. For example, in Cases 1 and 2, both scored maximum ratings and were identified as high performers for two years with high performance over time and producing high quality of reporting. In contrast, lower research performers show low or medium quality of reporting (cases 5 and 6 for instance). Case 4 shows that a decreasing research performance is also associated with low level of quality of reporting (even though this is just one case in the case).

Proposition 2d: *High levels of research performance are associated with high quality of CSR reporting.*

4.3.4 A Configurational Analysis of Quality of CSR Reporting.

In this section, a configurational analysis is further employed to scrutinise a relationship between antecedent conditions and an outcome of interest (high and low quality of CSR reporting). To identify the configurations, FsQCA is applied to perform the analysis. Table 8 presents the results obtained from the analysis.

Antecedent Conditions Leading to High Quality of Reporting								
Antecedent Conditions						Coverage	Consistency	
Model	Degree of Stability	Degree of Pace	Research Performance	Initial Driver to CSR	Maturity of CSR practices			
						Raw	Unique	
5	•	•	~	•	•	0.34	0.21	1.00
6	~	•	•	•	•	0.55	0.42	1.00

Solution coverage: 0.76, solution consistency: 1.00

Antecedent Conditions Leading to Low Quality of Reporting								
Antecedent Conditions						Coverage	Consistency	
Model	Degree of Stability	Degree of Pace	Research Performance	Initial Driver to CSR	Maturity of CSR practices			
						Raw	Unique	
7	•	~	~	~	~	0.57	0.57	1.00

Solution coverage: 0.57, solution consistency: 1.00

Table 8: Antecedent Conditions Leading to High (Low) Quality of Reporting

The analysis is performed in two stages. First, the relationships between the variables (antecedents) that lead to a high quality of CSR reporting were analysed. As a result, two pathways were identified (Models 5-6, Table 8). Second, the variables that lead to a low quality of reporting were scrutinised and revealed one pathway (Model 7, Table 8).

The results indicate three out of four antecedent conditions are symmetrical in nature – also confirming the propositions that were previously discussed. For instance, the initial driver to CSR antecedent condition appears positive in Models 5 and 6 and negative in model 7. This result would suggest a support for the proposition 2a. Similar observation is made for the two other antecedent conditions (degree of pace and degree and Maturity of CSR practices and activities. Hence propositions 2b and 2c are aligned with the configurational analysis as well. However, both positive and negative research performances lead to high quality reporting – suggesting that both alternatives are possible. At the same, the low degree of research performance is offset by high degree of stability and high research performers (with low stability) also achieve high level of quality of reporting.

Therefore, proposition 2e is not fully supported. Similarly, to the arguments on section 4.3.2, the proposition might appear significant if a larger sample of universities is investigated.

4.4 Chapter Conclusion

The findings of the within-case analysis of six case studies were focused on key patterns that explain CSR institutionalisation in each of the cases. Findings have revealed that the institutionalisation of CSR has started with the establishment of the universities and was considered as the initiation stage of CSR institutionalisation. The evidence also suggests that in 2000s universities have initiated and substantially evolved its CSR overtime. They have moved from the initiation stage to the evolution stage and some changes were identified in terms of the CSR practices. Moreover, each of the universities has their own focus on CSR and their CSR initiatives were based on their CSR focus. Finally, the outcomes of the institutionalisation of CSR were identified and each of the universities has different perspectives on how CSR benefits from the university.

The findings from cross-case analysis were focused on the CSR outcomes that are benefits of CSR and quality of CSR reporting. First, a discussion of the relationship between the benefits and a set of variables is provided. Second, a discussion of the relationship between quality of CSR reporting and a set of variables is presented. The findings revealed a different relationship (negative or positive) between the CSR benefits and quality of CSR reporting; and a set of variables. The cases were further analysed using a configurational approach to scrutinise a relationship between an outcome of interest and a set of variables. Finally, a set of propositions about the institutionalisation of CSR are provided.

Chapter Five

Discussion

5.1 Introduction

The institutionalisation of CSR is a complex process. This study scrutinizes the institutionalisation at the organisational level (e.g. individual cases of universities) and provides several important findings that are organised into four findings.

First, the CSR is more impactful for less established universities (typically non-research universities) and these universities benefit more from CSR. Second, the coercive, mimetic and normative forces at the sectoral level (e.g. higher education sector in Malaysia) impact on the institutionalisation of CSR at the organisational level (e.g. individual universities) yet at the same time, the strategic forces are of high importance as well. These findings suggest that the old and new institutional theories are both at play in the institutionalisation of CSR – a point that it is discussed further.

Third, to achieve high benefits and high quality of reporting, universities can adopt different approaches. However, poor benefits and low quality reporting is clearly explained by a single pathway. Therefore, the study supports the underlying nature of configuration approach (Fiss, 2007). In other words, the study proposes that there are multiple pathways to successful outcomes. The CSR literature has not paid attention to a configurational approach and this study contributes to the literature by enhancing this approach.

Fourth, all universities improve their reporting over time however; universities with a high level of CSR practices and a high level of initial maturity are more consistent in improving the quality of reporting. In other words, the established universities and universities with high level of CSR practices and proactive universities have better competence in achieving highly institutionalized practices such as reporting. Next, all four findings are discussed in detail.

5.2 Main Discussion of the Main Findings of the Study

Finding 1: CSR is more impactful for less established universities (or non-research universities) and these universities benefit more from CSR.

The first finding suggests that universities realize different benefits from CSR. The findings of this study indicate that the higher research performers (cases 1 and 2) have realized less of the CSR benefits. As presented in section 4.1 both case study organisations with high performance in MyRA assessment for two years and consistent high performance with maximum score over the time report low benefits. In contrast, the organisations which score significantly lower in research performance realize more of CSR benefits in their organisations.

Up to now, the literature has not covered the relationship between the degree of universities' research performance and the CSR benefits. There is a significant number of studies, which scrutinize CSR and its benefits to higher education. For example, studies show a positive reputation and strong competitive advantage to higher education institutions (i.e. Ahmad, 2012; Dahan & Senol, 2012; Ezekiel, 2013; Goosen, 2009; Mehta, 2011; Navaratte, Rojas & Pantoja,

2012; Othman & Othman, 2014) and improvement of graduates' employability after attaining higher education (Marinescu et al., 2010; Burcea & Marinescu, 2011).

Mehta (2011) argues that the benefits of CSR are not only for communities but for the benefit of the universities. Therefore, CSR has become a long term strategy for universities to establish their positive image and sustain their academic businesses in a competitive marketplace (Ezekiel et al., 2013; Othman & Othman, 2014). In the same vein, Ansoff (1996) states that in the business world, the corporation is successful in CSR practices if the benefits of the CSR can be seen in communities that it is serving. Porter and Kramer (2006) argue that in terms of corporate reputation, a corporation employs CSR to justify that they will improve the image, strengthen its product and raise the value of its stock. Likewise, the higher education sector perceives CSR as an important marketing strategy to increase the employability of their graduates (Marinescu et al., 2010; Burcea & Marinescu, 2011).

Universities realise that in a competitive marketplace, one of the strategies for its survival is to produce quality graduates defined by their employability. Overall, the literature seems to suggest that universities will benefit from employing the CSR. This study adds to this literature by showing that the level of CSR actually determines the realization of the benefits. High research performers are well equipped to embrace CSR as an institutional practice but at the same time, the benefits from CSR are lower in comparison to universities that are developing and which have a low level of research performance.

Finding 2: *Coercive, mimetic and normative forces at the sectoral level impact on the institutionalisation of CSR yet at the same time, the strategic forces are of high importance as well.*

The institutionalisation is often impacted by coercive, mimetic and normative forces (Di Maggio & Powell, 1983). These forces are important in the institutionalisation process of CSR. For instance, the actions by the government and Ministry of Higher Education is a clear sign of a coercive force that puts pressure on universities to embrace CSR and to follow its principles in order to comply to ministerial directives. It is unlikely that CSR would progress at such pace and with such a scope in the tertiary education sector. However, it is also notable that many institutions have adopted a very proactive and strategic position (captured in the variable *Initial Driver to CSR*). These organisations are well established players and though they did not realize many benefits (as discussed in the previous section), these organisations used their proactive approaches to develop a better compliance with institutional practices (in the case of this study, quality of reporting, as discussed later).

Finding 3: *There are different pathways to successful outcomes (e.g. low/high CSR benefits and low/high Quality of CSR reporting).*

As previously noted, this study used the configurational approach to identify configurations of antecedent conditions (Degree of stability, Degree of pace, Research performance, Initial driver to CSR, and Maturity of CSR practices and activities) that are associated with the outcome of

interest (CSR benefits and quality of CSR reporting). It was identified that the universities can utilise a different pathway to achieve a high level of CSR benefits and high quality level of CSR reporting.

Three pathways were discovered leading to the high benefits of CSR and two pathways were revealed leading to the high quality of CSR reporting. In contrast, the case of lower benefits of CSR and lower quality level of CSR reporting is clearly explained by a single pathway. This study proposes that there are multiple pathways leading to the successful outcomes. This means that the universities are potentially able to follow more than one pathway of CSR benefits associated with high benefits and quality of CSR reporting. At the same time, for both outcomes, there is only a single pathway leading to poor outcomes.

The configurational approach may carry important implications for the CSR literature. It provides an added value for better understanding of alternative configurations for organisations to achieve a positive outcome. This study supports the underlying nature of configuration approach that the configurational analysis is not designed to identify the effect of the independent variable of a possible outcome. But it helps to identify a causal configuration of conditions, which relate to an outcome (Fiss, Cambre & Marx, 2013; Ragin, 2008, 2009) and also provides as alternative pathways towards the outcome (Andre, Beynon & McDermott, 2016). To the knowledge of the researcher, no previous study in this area has utilized this approach.

Finding 4: *All universities improve their reporting over time however universities with a high level of CSR practices and high level of initial maturity are more consistent in improving the quality of reporting.*

CSR reporting is an important aspect of CSR institutionalisation. The studies largely disagree if the reporting is a symbolic practice or if reporting produces substantial account of the real organisational practices. In the case of tertiary education institutions in Malaysia, the reporting has been mandated by the government and every institution has to submit a CSR report on annual basis.

The study suggests universities with higher *Maturity of CSR Practices and Activities* and those who proactively address CSR at the sectoral level (*Initial driver to CSR*), provide better CSR reports. Especially, research based universities are able to leverage their internal competence to provide strong CSR reporting. In other words, the established universities and universities with high level of CSR practices and proactive universities have better competence in achieving highly institutionalized practices such as reporting.

5.3 Contributions of this Study

First, one of the most valuable contributions of this study is the development of the comprehensive CSR framework as an instrument for understanding the institutionalisation process of CSR in organisations. The CSR framework serves as an analytical lens which was developed from five identified dimensions to investigate the institutionalisation of CSR. Each of dimensions has a significant relationship to each other thereby explaining the processes associated with the institutionalisation of CSR over time. The CSR framework contributes insightful knowledge to the institutionalisation of CSR by scrutinizing the “what” and “how” of

processes and is relevant for CSR research in any organisational context. The dimensions of the CSR framework consist of:

1. The CSR **drivers** influenced by coercive, mimetic and normative pressures (Di Maggio & Powell 1983),
2. The **internal organisational context** including demographics, best practices and research performance,
3. The holistic **process** of CSR adoption starting from the initiation stage to evolution stage of CSR, and
4. The CSR **outcomes** which include CSR benefits and the quality of CSR reporting

This CSR framework can guide future studies in investigating the institutionalisation of CSR in many different contexts, such as in other government sectors and non-governmental organisations (NGOs). The framework can help researchers identify the differences among the adoption of CSR from preliminary to finishing process in different organisations and across different contexts.

Second, in terms of methodological perspectives, this study contributes to the literature by employing a configurational analytical approach to understand the relationship between what conditions (set of variables of interest such as research performance and CSR drivers) lead to what outcomes (CSR benefits and quality of CSR reporting). First, the application of FsQA is mostly used in political science and sociology (Skarmeas, Leoniau & Saridakis, 2014) such as to understand political parties (Gordin, 2001); policy analysis (Blake & Adolino, 2001); linguistics (Mendel & Korjani, 2012) and law and criminology (Tarohmaru, 2001). However, limited research

has been conducted in business and management studies (Skarmeas et al., 2014). The application of FsQCA in this field of study might provide scholars with an alternative to conventional, correlational reasoning methods in the business and management fields (Skarmeas, et al., 2013). This thesis has shown that it has particular beneficial relevance for CSR research. Second, the thesis has shown that the FsQCA method delivers distinctive information as compared to conventional correlation methods like regression-based methods and other conventional statistical techniques (Pajunen, 2008). In this study, FsQCA allows investigation of different configurational conditions (Stanko & Olleros, 2013) that lead to CSR outcomes. At the same time, the study builds and expands on the findings of multiple pathways leading to the same CSR outcomes therefore confirming the preposition (findings) that were generated previously. Overall, the analysis estimated the alternative complex antecedent conditions that led to two outcomes: CSR benefits and quality CSR reporting. The importance of this study is the effort of the FsCQA to describe combinatorial complexities assuming asymmetrical relationships between variables instead of the symmetrical net effects that Multiple Regression Analysis (MRA) and Structural Equation Modelling (SEM) normally estimate (Skarmeas et al., 2014). In addition, the researcher believes that the FsCQA application in this CSR study provides evidence that this is an appropriate technique for multiple cross-case studies, for complex causalities for a small selection of cases, qualitative approach and theory-work that is not that well developed. In sum, the FsQCA approach displayed in this thesis is a new and effective analytical tool that can assist to advance knowledge for researchers in understanding the institutionalisation of CSR as well as a reference for universities in developing proper strategies on CSR adoption and practices in the future.

Third, this study makes a theoretical contribution adding to the body of literature and extending research on institutional theory adding coercive, mimetic and normative adoption pressures (Di Maggio & Powell, 1983). For CSR research, the addition of these CSR drivers answered a call from Lu and Castka (2009). For the past two decades, a number of studies have investigated the institutional forces on CSR adoption revealing they could lead to tangible and intangible CSR benefits for organisations and improve a corporation's performance and bottom line (e.g. Aguilera et al., 2007; Margolis et al., 2009). Building on that research, this study suggests universities engage in CSR to maximise the benefit of CSR namely, to improve the employability rate of graduates and to create a positive image for each university. This finding is consistent with Kotler and Lee's (2005) calls for a focus on the importance of engaging CSR for positive long-term impacts on organisations adding weight to corporate-based findings but extending those findings to the public sector.

Fourth, the findings in this study make a contribution to CSR research as the study provides a framework that offers the beginning of an answer to the "why" questions on CSR adoption and the "what" questions on the CSR relationship between key variables of interest (degree of stability, degree of pace, research performance, initial drivers, and maturity of practices and activities), that are associated with the outcome of interest (benefits and quality of reporting). Thus, this study adds to the current trend investigating the institutionalisation of CSR through a more dynamic lens. In addition, the finding has addressed the "why" and "what" questions which have been highlighted by academics and provide a general guideline for practitioners in engaging in CSR.

Finally, this study contributes Malaysian and university perspectives. Theories discussed in this thesis have been based on the fundamental relationship between universities and stakeholders, particularly society. According to Chapple and Moon (2005), CSR originated in western countries and therefore, most conceptions explaining the nature of CSR practices subsequently developed based from that contextual nature and understanding. Hence, this study strengthens existing CSR theories by providing evidence based on a non-western context; Malaysia. At the practical level, the study contributes a university perspective to the corporate heavy CSR literature. The study can assist governments and universities with decisions around the adoption and practices of CSR. Therefore, it provides insightful information to a wide range of stakeholders, particularly to those working around and within the higher education sector in Malaysia and perhaps other developing countries.

5.4 Limitations and Recommendations for Future Study

There are numerous opportunities stemming from this study. First, the presented study could be enhanced by using different samples. The study included 6 six case studies from 20 public universities and from three categories of universities in Malaysia. Future studies might include more cases and also include private universities. This study was limited to public universities in Malaysia and it is not intended to be generalised to all universities in Malaysia. The findings from this study can be also expanded by focusing on other government organisations or NGOs.

Second, researchers may focus on more in-depth studies in one or two case study organisations. Such approach would allow them to consider a larger set of internal participants as well to extend the participation of additional stakeholders such as the NGOs, industries and community

associations. By doing so, the findings would expand the current study and may provide further insight into CSR in public universities in Malaysia. The current study provides a substantial basis for such research. This study was not set up to examine all aspects of the role of the government in the institutionalisation of CSR i.e. the influence of MOHE in the CSR agenda in universities. This is because the main objective was to examine the process at the organisational level (e.g. university level). The role of the government and the government's influence should be further explored.

Third, the context of this study is Malaysia. Future research might compare the institutionalisation of CSR with universities from other developing countries, for example, Indonesia or Thailand. In Thailand for example, universities have a lack of understanding of the term of "social responsibility" and how social responsibility is used as a tool for marketing strategy. Therefore, universities are required to do the "right thing" in order to ensure that CSR in universities can benefit the society and the world (Sawasdikosol, 2009). On the other hand, CSR in Indonesian universities is not only for employability of students after graduation, but CSR is perceived as a platform for the students to continuously engage with society after attaining a higher education (Asia-Europe Education Workshop, 2011).

Finally, a longitudinal approach might provide further understanding about the institutionalisation of CSR. This study has considered some longitudinal aspects in the research (such as Research Performance of universities) yet the investigation within the case was conducted in relatively short period of time. A longer window, 5-10 years might be more telling

about the institutionalisation processes. It would be also of interest whether the configurations amend over time and this aspect of this study also provides opportunity for further study.

It would therefore be important to identify whether the configurations observe in this study are present in longer time periods and in other organisational settings, for example, the private universities. In particular, the findings are premised on 6 cases, which may have limited the minimisation that emerged from the QCA, due to the relatively high degree of limited diversity. Analyses drawing upon a larger set of public agencies, in particular, could utilize Wilson's (1989) typology of government organisations to explore, whether organisational type matters for configurations of capability.

Chapter Six

Conclusion

6.1 Conclusion

This thesis presents empirical evidence of the institutionalisation of CSR in Malaysian universities. The study is qualitative in nature and is based on the data collected in the case study organisations as well as drawing from publicly available data. The study takes a “what and how” perspective at the organisation level (Miles et al., 2014) and investigates the institutionalisation by looking at the initial stage, the evolution stage and outcomes. In particular, the study focuses on the role on the internal university context, university approaches to institutionalisation (measured by degree of pace and degree of stability), the role of initial drivers for CSR and universities’ research performance on CSR outcomes (conceptualised as benefits from CSR and quality of the CSR reporting). The study proposes 6 propositions that describe the relationship between elements (Degree of stability, Degree of pace, Research Performance, Initial driver to CSR, and Maturity of CSR practices and activities) that are associated with the outcome of interest (CSR benefits and quality of CSR reporting). The findings suggest that:

- High levels of research performance leads to lower levels of benefits from CSR and quality of reporting,
- The higher degree of stability of CSR in organisations leads to higher benefits from CSR,

- The leading (following) nature of the initial driver to CSR leads to the higher (lower) quality of CSR reporting,
- The higher degree of maturity of CSR leads to higher quality of CSR reporting, and
- The fast (slow) degree of pace leads to higher (lower) quality of CSR reporting; and

The study contributes to the literature and practice in several ways. The study provides an understanding of the institutionalisation of CSR in public universities in Malaysia and more specifically examines the institutionalisation at the organisational level. Therefore, it contributes to the literature by scrutinizing the “what” and “how” of the institutionalisation process in Malaysian universities.

The findings of the study will be useful for further processes related to CSR adoption and institutionalisation of the higher education sector and individual universities – perhaps also including the public sector in general. The study further benefits university management, the Ministry of Higher Education and other practitioners. In addition, the results of the study add an insightful knowledge to the literature on interventions and improvements in higher education institutions in Malaysia.

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Appendix 1: Permission Letter



XXXXXXXX

Dear Sir,

2nd November 2015

Application to Conduct a Research Study

I am a doctorate candidate studying at the University of Canterbury, New Zealand. I am currently conducting research entitled “The Institutionalisation of Corporate Social Responsibility (CSR) in Malaysian Public Universities” and I am writing to you to request the participation of you and your university in my research as part of the degree requirement.

The objective of this study is to explore the institutionalisation of CSR in Malaysian public universities. This will involve semi-structured interviews whereby you reserve the right to participate and withdraw from the interview at any time before the data analysis starts on February 2016.

I would be grateful if you would be willing to share your knowledge and opinion regarding the institutionalisation of CSR in Malaysian public universities. The interview will take approximately 60-90 minutes. All the information that been collected will be kept strictly confidential and your name will be treated confidentially with the use of pseudonyms and codes for my data analysis and all published reports. I will provide you with the transcript in advance to approve the content of the interview. Please be assured that this study is conducted solely for academic purpose.

Your participation in this research study is very much appreciated and will help contribute to knowledge and excellence for the educational and professional practices alike.

Best regards,

AMINAH ABDUL RAHMAN

PhD Candidate

Mobile: +64 21720055

Email: aminah.abdulrahman@pg.canterbury.ac.nz

Department of Management, Marketing & Entrepreneurship

College of Business & Law

University of Canterbury, New Zealand

University of Canterbury Private Bag 4800, Christchurch 8140, New Zealand. www.canterbury.ac.nz

Appendix 2: Information Sheet

Aminah Binti Abdul Rahman

PhD Candidate

Department of Management, Marketing &

Entrepreneurship

College of Business & Law

Mobile: +64 21720055,

Email: aminah.abdulrahman@pg.canterbury.ac.nz



Research:

“The Institutionalisation of Corporate Social Responsibility (CSR) in Malaysian Public Universities”

INFORMATION SHEET FOR RESEARCH PARTICIPANTS

My name is Aminah Abdul Rahman. I am a PhD candidate at University of Canterbury, New Zealand and under scholarship of Ministry of Higher Education, Malaysia. I would like to invite you to participate in this research on exploring the institutionalisation of Corporate Social Responsibility (CSR) in Malaysian public universities.

In order to explore the institutionalisation of CSR in Malaysian public universities, I would like to use the data that I collect as a part of my PhD thesis and for research-based publications and presentations.

Your participation in this research is greatly appreciated. Please read this Information Sheet carefully before deciding whether or not to participate. If you decide not to participate in this study, there is no disadvantage to you and I appreciate the time taken to consider this invitation.

The Objective of this Research

The main objective of this research is to explore the institutionalisation of CSR in the public sector specifically in the context of Malaysian public universities and how it is evolving. Specifically, to answer the following questions:

1. How do public universities in Malaysia engage with and drive CSR practices?
2. How is the practice of CSR evolving in public universities in Malaysia?

To achieve this objective, qualitative methods will be used. First the data has been collected from CSR related documents followed by semi-structured interview.

Participants' Role in this Research

If you decide to participate in this research project, you will be invited to do the following:

1. Participate in an interview and discuss on the institutionalisation of CSR. The purpose of the interview is to explore the institutionalisation of CSR in Malaysian public universities. The interview will take approximately 60-90 minutes and will be conducted at your university/workplace or another location of your choice.
2. If necessary I would like to undertake a follow up interview.
3. Allow me to use the results of the project for public publications such as PhD thesis, journal publications or conference presentations.
4. With your permission, the interview will be audio recorded.

Right to Withdraw from Research

You may withdraw from participation in the research project at any time and without any disadvantage to yourself of any kind, before the data is analysed. However, once analysis of raw data starts on February 2016, it will not be possible to remove your data.

Material Collected and Use

The material collected from this research will be treated as confidential. Names of individuals will be treated as confidential and I will use pseudonyms and codes for my data analysis and all published reports in order to explore the institutionalisation of CSR in Malaysian public universities. Moreover, it is desired by the researchers to be able to report the findings from this research in a scholarly outlet (thesis, journal publication, conference presentation and via the University of Canterbury library database). You will have access to data gathered regarding yourself, although this will be limited to data relating to you only. You will have the opportunity to request a copy of the interview results at the conclusion of the project when data analysis is completed.

Security of Material Provided

All the data collected for this research will be securely stored either through password protection or in my office and my supervisors' offices, held for 10 years, and destroyed after that time period. The material will only be accessed by me and my supervisors, Assoc. Prof. Dr. Pavel Castka and Dr. Tyron Love.

Human Ethics Committee

This research has been reviewed and approved by the University of Canterbury Human Ethics Committee, and participants should address any complaints to The Chair Human Ethics

Committee, University of Canterbury, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz).

Your participation in this research study is very much appreciated and will help contribute to knowledge and excellence for the educational and professional practices alike.

Contact Person for this Project:

Aminah Abdul Rahman, PhD Candidate

Department of Management, Marketing & Entrepreneurship
College of Business & Law,
University of Canterbury
Private Bag 4800, Christchurch 8140, New Zealand
Mobile: +64 21720055
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Prof. Dr. Pavel Castka

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Dr. Tyron Love

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Appendix 3: Interview Protocol

Aminah Abdul Rahman, Phd Candidate
 College of Business & Economics
 Department of Management, Marketing & Entrepreneurship
 Mobile: New Zealand: +64 021720055 Malaysia: +6 016
 6644344
 Email: aminah.abdulrahman@pg.canterbury.ac.nz
 Web: www.mang.canterbury.ac.nz



University: _____
 Interviewee: _____
 Date: _____
 Position: _____
 Department: _____

Email: _____
 Interview: _____

The internal context of the university	
Q1	How do you describe the rating of your university based on MyRA or SETARA rating system?
Q2	How have the policies and regulation that are currently in place contributed to your university rating?
Q3	Which public university, within the category of your university, do you think is the most successful and what do they do differently in comparison to your university?
Understanding the institutional drivers of CSR	
Q4	What are the driving factors for university to engage in CSR practices?
Q5	How do the CSR factors influence the decision of university to implement CSR?
Adoption decisions and planning of CSR	
Q6	Has any of the university's existent policies and regulations affect the decision to adopt CSR? How so?
Q7	How do you describe the process of CSR decision making?
The evolution of CSR	
Q8	What kind of CSR policy, regulation, norms and structures have been carried out in your university throughout the last 5 years?
Q9	Does your university publicise its CSR practices?
Q10	How has university's CSR disclosure changed over the last 5 years and why?
CSR outcomes	
Q11	How would you assess the speed of the implementation of CSR at your university? Does it go according to plan? What are the major problems?
Q12	How your university accomplish its CSR activities?
Q13	What role do you think CSR will play in the future of the university?
Q14	Do you think the implementation of CSR has benefited the university and why?

Appendix 4: Consent Form for Participants

Aminah Binti Abdul Rahman

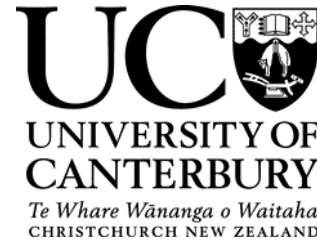
PhD Candidate

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Mobile: +64 21720055,

Email: aminah.abdulrahman@pg.canterbury.ac.nz



Research:

“The Institutionalisation of Corporate Social Responsibility (CSR) in Malaysian Public Universities”

INFORMATION SHEET FOR RESEARCH PARTICIPANTS

I have read the Information Sheet about this and understand the purpose of this research.

All questions about this research have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I understand/know that:

1. This research project is designed to explore the institutionalisation of CSR in Malaysian public universities as a part of the PhD dissertation of Aminah Abdul Rahman. The objective of this interview is to gain information about the institutionalisation of CSR in Malaysian public universities.
2. In returning this form I agree to the use of the data provided.
3. My participation in the research project is entirely voluntary.
4. I may withdraw at any time without penalty. Withdrawal of participation will also include the withdrawal of any information I have provided should this remain practically achievable.
5. All data collected for the study will be securely stored with password protection or in Aminah Abdul Rahman and his supervisors' offices, held for 10 years, and destroyed after that time period.
6. The results of the project may be published and available in public in forms such as a PhD thesis, journal publications, conference presentations, and via the University of Canterbury library database.
7. All material will be treated as confidential and no individual names will be used.
8. Appropriate precautions will be taken to secure the data.

9. I am able to receive and request a report/summary on the findings of the study by contacting the researcher at the conclusion of the research (approximately before 28 February 2017)
10. I can contact the researcher for further information or his supervisors. If I have any complaints, I can contact the Chair of the University of Canterbury Human Ethics Committee, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz).

By signing below, I agree to participate in this research project.

Name:

University:

Date:

This project has been reviewed and approved by the University of Canterbury Human Ethics Committee

Appendix 5: Criteria of Quality of Reporting

Source: Center for Corporate Citizenship, Carroll School of Management Boston College (2010).

Does the report provide details on CSR practices as policies?

Universities may report either general policies or on specific practices of CSR. A complete CSR reports will include both, and each of it is served with a different purpose. General policies of social or environment concern are the basic reason why the CSR programs are constructed. In university, the CR policies are related the recognition of CSR for example staff yearly performance assessment, staff promotion exercise and rewards system. These policies give a sense to readers how comprehensive and ambitious a university's towards CSR. The policies express the ambitions, belief and specify how the universities is plan to achieve them. This is crucial as the first step to the implementation of the CSR and without the policies, the universities tend not to make a significant progress. The absence of the policies indicate something went wrong on stakeholders relation. In the report, a university is probably may or may not indicate a real progress in the implementation of CSR policies. However, a complete CSR report will provide details on actual practices. Specific facts and figures can be an indication of a complete program. However, sometimes the report on policies is just a future plan of the new policies and does not implemented yet. In this case, readers should recognise that policies are leading the practice and time are needed before the data can be reported.

Does the CSR report state mission and values statements of CSR?

The mission statement is referring to what is the current objective of the universities towards CSR and values statement is referring to the qualities they obtain to be known for. These statements are usually can be embraced and measured by the university. It is important for the university to presents these statements as aspirations and commitment to ethical behaviour.

Does the CSR report provide systematic data or just anecdotes (stories)?

The CSR report must be systematic, wide data and then anecdotes- short stories about the particular programs. This can provide an insightful effort or one-off initiatives by the universities. Systematic data gathered show readers the program is being managed comprehensively and at the highest commitment level and become a part of the organisation culture. This university-wide data is also important for the readers to compare one university with its peer or to measure the overall of the university's progress from year to year.

The anecdotes are useful to provide a feeling for new directions the university may be taking; initiating trend-setting programs that may be use as an example for its industry and a sense of

the university's culture. Also, help the readers understand what makes the university stand out in its business.

Does the CSR reports provide summaries of key facts and figures?

These summaries are to provide easily accessible important figures to the readers. The summaries offer the CSR great challenges and achievements. If the university fails to show these summaries, it signal that the level of understanding on CSR is low or the key CSR issue is not address well or the university is not measuring the efforts and their result properly.

Does the university report the CSR data in a comparable format?

This is useful for readers to compare the university's performance with the peers or for its own performance from year to year. The readers should examine figures carefully to ensure they are in comparable format and the universities reporting in a comparable university. For example, CSR reports have included performance report vs previous year performance; data related to comparison with its peers in comparable format over extended periods of time. Also, whether the university's CSR report are comparable with others peers.

Does the report present the future goals as well as past practices?

The CSR reports are complete and systematic when it provide readers with a clear picture of the university's future direction and goals as well as past performance. Past years performance demonstrate the progress compared to the stated goals. Readers also interested to know where is CSR is heading and how ambitious they are in CSR? the setting plan for its relations with the stakeholders and for its environment program and does the university is succeeded in achieving its previous goals? The good CSR report is presenting a clear table and shows the university goals (KPI) as agreed in previous year side by side with actual progress in achieving the goals and present the goals for next year. This help reader how the university is allocating its resources to social and environmental concerns and how these resources are used effectively.

Does the report include bad news as well as good news?

A considerable balance between the bad news and the good news for a credible CSR reports. Instead of highlighting a positive stories they have achieved, it is important for the university to reveal the problems that university is facing and how the university resolve these issues. If the university refused to state their problems, it may show the university does not take the problem seriously and has not been transparency in reporting these issues.

However, if the bad news is addressed in the report, it demonstrate the progressive thinking on CSR issues, the abilities to achieve the best practices of CSR and can place the university in forefront of the educational industry in addressing major challenges.

After reading the report, how would I rank the CSR at this university? Please rate from 1 to 5.

Appendix 6: Evaluation of Individual Variables

Table A3.1 CSR Drivers

Case	Description	Evaluation
University 1	Strategic positioning, government pressures (coercive), sharing the best practices (mimetic), professionalism (normative), university benefits (tangible and intangible), roles of university	Leading
University 2	Strategic positioning, government pressures (coercive), sharing the best practices (mimetic), professionalism (normative), university benefits (tangible and intangible), roles of university	Leading
University 3	Strategic positioning, government pressures (coercive), sharing the best practices (mimetic), university benefits (tangible and intangible), roles of university	Following
University 4	Strategic positioning, government pressures (coercive), sharing the best practices (mimetic), university benefits (tangible and intangible)	Leading
University 5	Strategic positioning, government pressures (coercive), sharing the best practices (mimetic), professionalism (normative), university benefits (tangible and intangible), roles of university	Following
University 6	Strategic positioning, government pressures (coercive), sharing the best practices (mimetic), professionalism (normative), university benefits (tangible and intangible).	Following

Table A3.2 Performance of the university

Case	2011		2014		Research performance over time	Descriptions change for research performance
	MyRA* star ranking	Degree of research quality	MyRA star ranking	Degree of research quality		
University 1	6	High	6	High	Consistent high performance	The ranking has maintained at highest level for two years
University 2	6	High	6	High	Consistent high performance	The ranking has maintained at highest level for two years
University 3	5	High	4	Medium	Decreasing performance	The ranking has decreased one level from the previous year
University 4	2	Low	3	Medium	Improving performance	The ranking has a moderate improvement, increased 1 level from the previous year
University 5	1	Low	3	Medium	Accelerated Improving performance	The ranking has a major improvement, increased 2 level and more from the previous year
University 6	2	Low	3	Medium	Improving performance	The ranking has a moderate improvement, increased 1 level from the previous year

Notes: Malaysia Research Assessment (MyRA).

Table A3.3 Details on CSR

Case	Structured and systematic management system	CSR policies	CSR part of University's objectives	PI for CSR	Measurement of CSR impact	Staff involvement	Senior Management' Commitment	Overall
U1	High	High	Medium	High	Medium	Medium	High	High
U2	High	High	Medium	High	High	High	High	High
U3	Medium	High	Low	Medium	Low	Medium	High	Low
U4	High	High	Medium	Medium	High	Medium	High	Medium
U5	High	Medium	Medium	Medium	Low	Medium	Medium	High
U6	High	High	High	Low	Medium	High	High	High

Management practices (in time of research)

Table A3.4 Details on CSR activities

Case	Community based-research	Comm. Ind. engagement	Collab with other university	KTP & use of university expertise	Presence of CSR in curriculum	Orientation on Impactful activities	CSR publicising	Student Comm. Services	Overall
U1	High	High	Medium	High	Medium	High	Medium	Medium	Medium
U2	High	High	High	High	Medium	High	Medium	High	High
U3	High	Med	Medium	Medium	High	Low	Medium	Medium	Low
U4	High	High	High	High	Medium	High	High	High	High
U5	Med	High	Medium	Medium	Medium	Low	High	High	Medium
U6	High	High	Medium	High	Low	Medium	High	High	High

Table A3.5 Stabilisation of CSR

Case	Degree of pace	Degree of stability	Descriptions
U1	Fast	Low	Fast pace of institutionalisation but low level of stability
U2	Fast	Low	Fast pace of institutionalisation but low level of stability
U3	Slow	High	Slow pace of institutionalisation but high level of stability
U4	Fast	High	Fast pace of institutionalisation but high level of stability
U5	Slow	Low	Slow pace of institutionalisation but low level of stability
U6	Fast	Low	Fast pace of institutionalisation but low level of stability

Table A3.6 Degree of benefits

Cases	Increased graduates' employability	Increased university's good image and reputation
University 1	Medium	Medium
University 2	Low	High
University 3	High	High
University 4	High	Medium
University 5	Low	High
University 6	Medium	High

Appendix 7: Coding – Examples of Interrater Reliability

Table A4.1 The Quality of CSR Reporting (University 2)

The agreement of rating scores (University 2)															
Years	2011			2012			2013			2014			2015		
Charact./Raters	A	B	Agreement	A	B	Agreement	A	B	Agreement	A	B	Agreement	A	B	Agreement
PPOLs	2	2	1	3	3	1	4	4	1	4	4	1	4	4	1
MVALs	3	3	1	4	3	0	4	3	0	4	4	1	4	4	1
WDATs	3	2	0	4	4	1	4	3	0	4	4	1	5	5	1
FFACs	2	3	0	3	3	1	4	4	1	5	4	0	5	5	1
COMPs	1	1	1	1	1	1	1	1	1	3	3	1	1	1	1
PPFGs	2	2	1	2	2	1	2	2	1	3	3	1	3	2	0
PROBs	1	1	1	1	1	1	1	1	1	2	2	1	1	1	1
RATGs	2	2	1	3	3	1	3	3	1	4	4	1	5	4	1
Match			6	7			6			7			7		
Total			8	8			8			8			8		
IRR			75%	88%			75%			88%			88%		
Average percentage 93%															

Table A4.2 The Quality of CSR Reporting (University 4)

The agreement of rating scores (University 4)															
Years	2011			2012			2013			2014			2015		
Charact./Raters	A	B	Agreement	A	B	Agreement	A	B	Agreement	A	B	Agreement	A	B	Agreement
PPOLs	2	2	1	2	2	1	2	2	1	3	3	1	3	4	0
MVALs	4	4	1	4	4	1	4	4	1	4	4	1	4	4	1
WDATs	2	2	1	2	2	1	4	4	1	5	4	0	5	5	1
FFACs	2	2	1	2	2	1	4	4	1	4	4	1	5	4	0
COMPs	1	1	1	1	1	1	2	3	0	3	3	1	4	4	1
PPFGs	1	1	1	1	1	1	2	2	1	2	3	1	3	3	1
PROBs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
RATGs	2	2	1	3	3	1	4	4	1	4	4	1	4	4	1
Match	8			8			7			7			6		
Total	8			8			8			8			8		
IRR	100%			100%			88%			88%			75%		
Average percentage 93%															

Table A4.3 The Quality of CSR reporting (University 6)

The agreement of rating sores (University 6)															
Years	2011			2012			2013			2014			2015		
Charact./Raters	A	B	Agreement	A	B	Agreement	A	B	Agreement	A	B	Agreement	A	B	Agreement
PPOLs	2	2	1	2	2	1	2	3	0	3	3	1	3	3	1
MVALs	1	1	1	1	1	1	4	4	1	5	5	1	5	5	1
WDATs	2	2	1	2	2	1	2	2	1	3	3	1	4	3	0
FFACs	2	2	1	2	2	1	2	2	1	2	2	1	4	4	1
COMPs	1	1	1	1	1	1	1	1	1	2	2	1	2	2	1
PPFGs	1	1	1	1	2	0	1	1	1	1	2	0	2	2	1
PROBs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
RATGs	2	2	1	2	2	1	3	3	1	3	3	1	3	4	0
Match	8			7			7			7			6		
Total	8			8			8			8			8		
IRR	100%			88%			88%			88%			75%		
Average percentage 88%															

Appendix 8: Ethical Approval



HUMAN ETHICS COMMITTEE

Secretary, Lynda Griffioen
Email: human-ethics@canterbury.ac.nz

Ref: HEC 2015/60/LR-PS

18 November 2015

Aminah Rahman
Department of Management, Marketing & Entrepreneurship
UNIVERSITY OF CANTERBURY

Dear Aminah

Thank you for forwarding your low risk application to the Human Ethics Committee for the research proposal titled "The institutionalisation of corporate social responsibility (CSR) in Malaysian public universities".

I am pleased to advise that this application has been reviewed and approved.

Please note that this approval is subject to the incorporation of the amendments you have provided in your email of 17 November 2015.

With best wishes for your project.

Yours sincerely

A handwritten signature in black ink, appearing to read 'L. MacDonald'.

Lindsey MacDonald
Chair, Human Ethics Committee